

CYFAR 2005

Children, Youth
and Families
At Risk Program

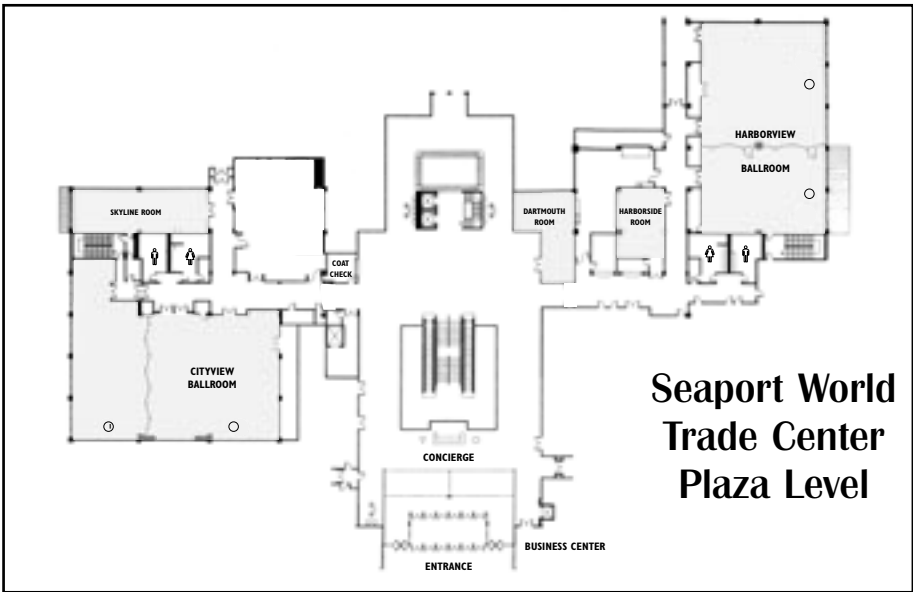
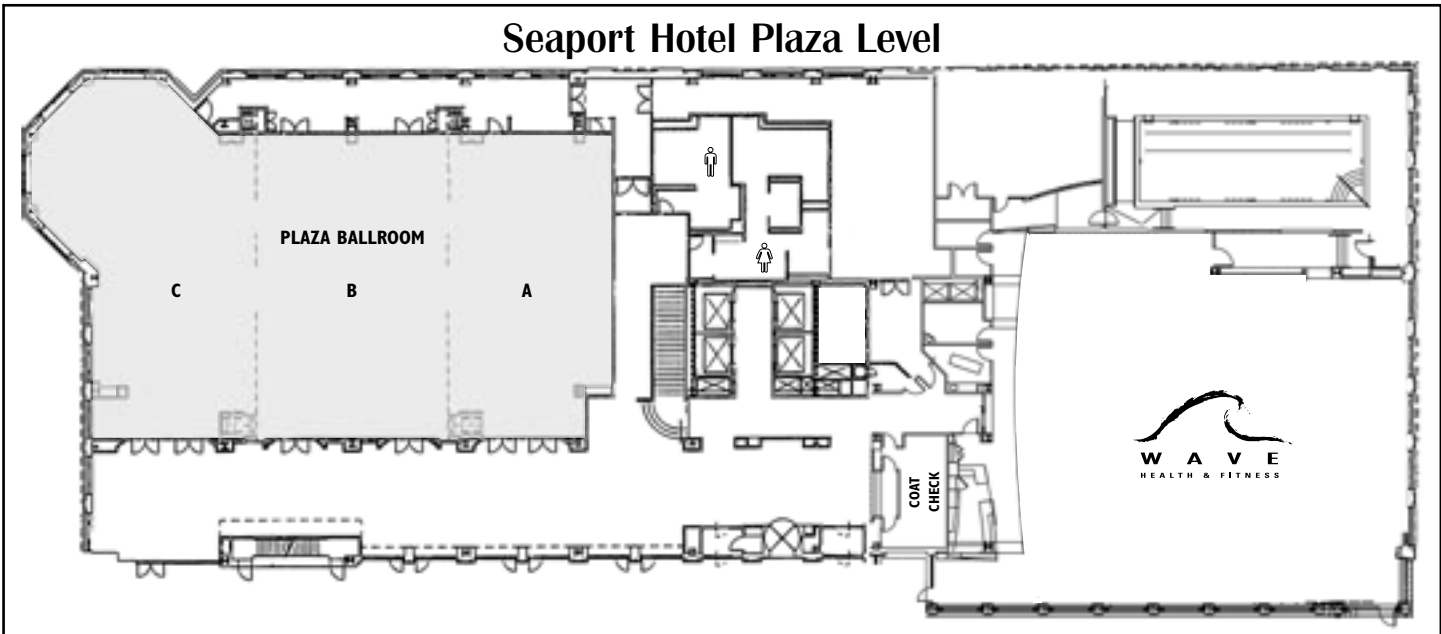
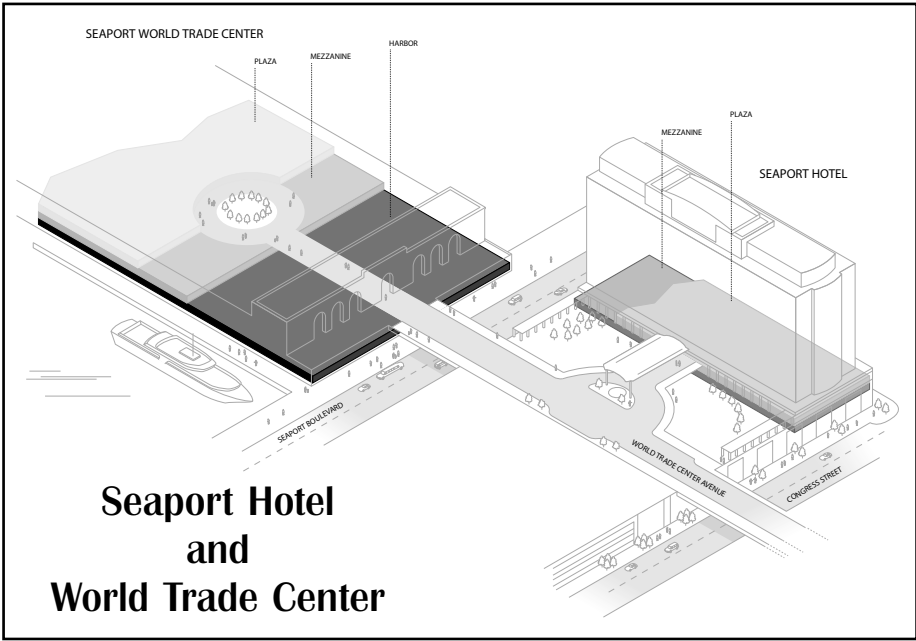
Boston, MA

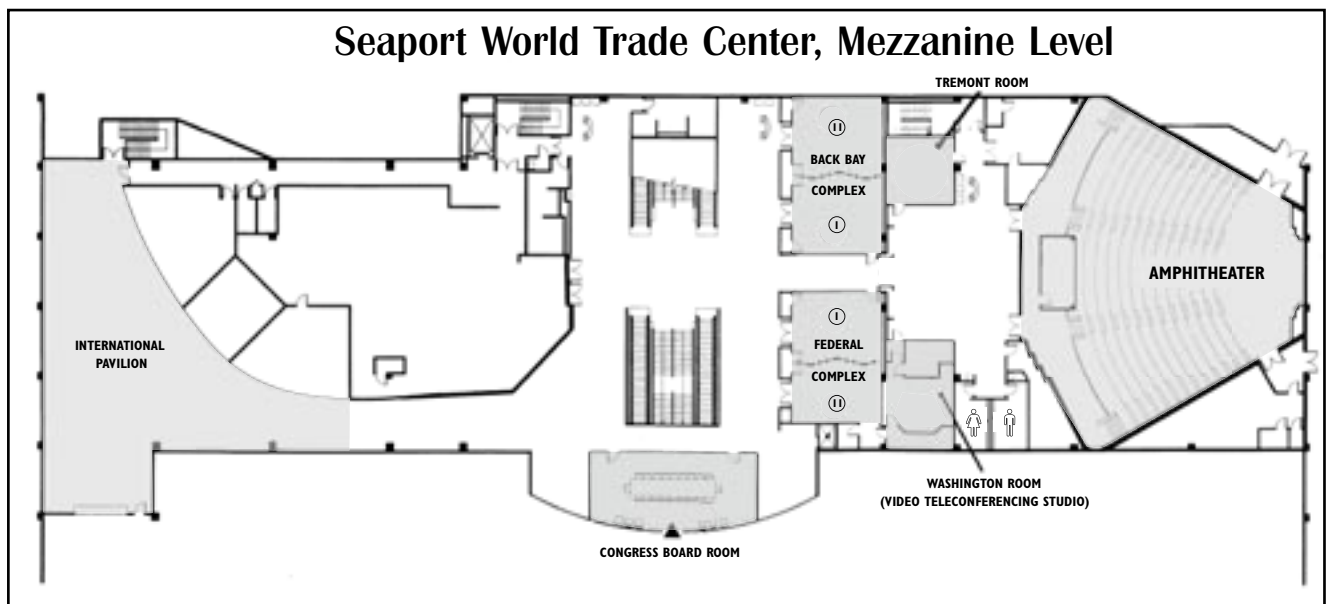


May 24-27, 2005



On behalf of the CYFAR 2005 Conference Committee,
we extend our heartfelt appreciation to our host
state, the faculty and staff at the University of
Massachusetts. During the past year, UMASS
has worked behind the scenes to ensure
a warm Boston welcome to the CYFAR
Conference. Thank you!





Welcome to CYFAR 2005

On behalf of the U.S. Department of Agriculture's Cooperative State Research, Education, and Extension Service, I am pleased to welcome you to CYFAR 2005. Karen Barshefsky and William Miller, University of Massachusetts, led the planning committee in assembling an exciting, high-quality professional development conference. Focused on programming for at-risk populations, the conference includes three days of juried workshops, program showcases, poster sessions, and computer labs integrating research, program, and technology.

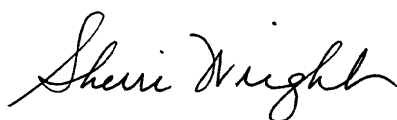
Keynotes by James Garbarino, Pedro Noguera, and Dante Cicchetti and research lectures by Lisbeth Schorr and Thao Le provide academic grounding for CYFAR work. Youth groups from California, Massachusetts, and an Army base in Korea highlight the program with Brazilian dance, high technology, and dramatic simulations. This program promises interesting and useful information for Land Grant University Extension professionals and partners from Army, Air Force, other federal agencies, other youth and family organizations as well as CYFAR program participants.

This past year presented challenges to youth and family professionals in the United States. The 10 percent reduction in the CYFAR budget caused university faculty to tighten budgets to minimize negative impact on the communities. By year's end, the CYFAR projects successfully involved nearly 55,000 youth and parents in educational programs.

As the war added stresses to lives of newly military families, State 4-H Military Liaisons stepped forward with Army and CSREES to implement Operation: Military Kids, building networks of support for youth and families of deployed military personnel. CYFERnet responded with new web resources and trainings for professionals working with military youth and families.

The CYFAR 2005 conference is a celebration of these and many other CYFAR program accomplishments. The conference is a time to examine research that supports this work, to reflect on the importance of this work, and to discuss ideas with professional colleagues. It also is an opportunity to disseminate information about the effectiveness of CYFAR in reaching those American citizens who live in low-income and high-risk environments.

I hope that the CYFAR 2005 conference provides you the luxury of time to reflect on your professional and program successes and to renew your energy and commitment to children, youth, and families with whom you work. Please enjoy CYFAR 2005 and bring back what you learn to stakeholders in your state who share our CYFAR vision for American families and communities in which children and youth lead positive, secure, and happy lives while developing the skills, knowledge, and competencies necessary for fulfilling, contributing adult lives.



Sharon K. B. Wright
National Program Leader and CYFAR Program Manager
Cooperative State Research, Education, and Extension Service
U.S. Department of Agriculture



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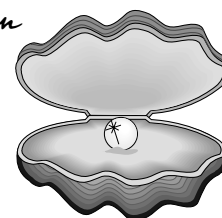


= Recommended for Teens

BAPPS

= Designated BAPPS session

The Union Oyster House is the oldest restaurant in Boston and the oldest restaurant in continuous service in the United States. They have been open for diners since 1826. Another interesting fact is that the toothpick was first used in the United States at the Union Oyster House. Supposedly, the owner, to promote his business, hired Harvard boys to dine at the Oyster House and ask for toothpicks.



Monday, May 23

12:00-6:00 P.M.

**Commonwealth Hall Lobby,
Seaport World Trade Center**

Registration

Tuesday, May 24

8:00 A.M.-4:30 P.M.

**Commonwealth Hall Lobby,
Seaport World Trade Center**

Registration

9:00 A.M.-4:00 P.M.

CYFAR 2005 Preconference

5:00-9:00 P.M.

Back Bay and Federal Complex

Open Computer Lab

Wednesday, May 25

6:30-8:00 A.M.

Back Bay and Federal Complex

Open Computer Lab

7:00 A.M.-4:00 P.M.

**Commonwealth Hall Lobby,
Seaport World Trade Center**

Registration

7:00-8:00 A.M.

**Commonwealth Hall CD,
Seaport World Trade Center**

Breakfast



Wednesday (continued)

8:30-10:00 A.M.

Opening Session

Commonwealth Hall AB,
Seaport World Trade Center

Welcome to CYFAR 2005

Sharon Wright, National Program Leader, Cooperative State Research, Education, and Extension Service, U.S. Department of Agriculture

Cathann Kress, Director, Youth Development, National 4-H Headquarters, CSREES, USDA

William Miller, University of Massachusetts, CYFAR 2005 Co-Chair

Sharon Fross, Vice-Provost for University Outreach and Continuing Education, University of Massachusetts, *The Role of the Land Grant University in Serving At-Risk Audiences*

Karen Barshefsky, University of Massachusetts, CYFAR 2005 Co-Chair

Keynote Speaker: James Garbarino, Professor of Human Development, Cornell University, *Growing Up in a Socially Toxic Environment*

10:00-10:30 A.M.

Break

10:30 A.M.-12:00 P.M.

Concurrent Sessions

Computer Labs

Back Bay Complex

A Picture's Worth a Thousand Words: Evaluating Using Photographs

Debbie Hurlbert, Louisiana State University AgCenter, 4-H Youth Development

Rebecca White and Diane Sasser, Louisiana State University AgCenter, Human Ecology

Dave Woerner, Louisiana State University AgCenter, Information Technology (SCHOOL-AGE)

Federal Complex

Partnering with Parents Online

Kim Greder and Beth Fleming, Iowa State University Extension

Tabitha Gilmore Barnes, Cornell Cooperative Extension, Delaware County (PARENT/FAMILY)

Poster Session

Amphitheater Lobby

An Assessment of Perceptions and Experiences in Community-Based Youth-Adult Relationships

Kenneth R. Jones, University of Kentucky (TEEN)

Children of Offenders Partnership Conference

Tammy Gillespie and Lynna Lawson, University of Missouri Extension (PARENT/FAMILY)

Community Collaboration in Rural After-School Programs

Tara Andrews and Sharla Sackman, Montana State University Extension (SCHOOL-AGE)

Wednesday 10:30 A.M.-12:00 P.M. (continued)

Improving Early Childhood Education in an At-Risk Community: The REACH Project

Avery Goldstein and Chantal Lamourelle-Sims, California State University, Long Beach (EARLY CHILDHOOD)

Parenting from Prison—Helping Incarcerated Parents Build Strong Families

Jackie L. Reilly and Penny Stoddard, University of Nevada Cooperative Extension (PARENT/FAMILY)

\$ense & \$aving Workshop Helps Families Save Money and Energy

Annette Fitzgerald, University of Missouri Extension
Cindy Rains, White River Valley Electric Cooperative (COMMUNITY)

Wings Community Programs: A Sustainability Workshop Case Study

Elizabeth McEwen and Lynne Feal-Staub, Wings Community Programs, Whitingham, Vt.
Debbie Fajans, University of Vermont Extension (SCHOOL-AGE)

Interact Session

Congress Board Room

How CYFAR Programs Are Serving Military Families

Co-facilitators: Mona Johnson, Office of Superintendent of Public Instruction, Washington; Kevin Wright, Washington State University

Workshops

Amphitheater

Special Session on eXtension: Tapping the Power of Cooperative Extension

Dan Cotton, University of Nebraska
Kevin Gamble, North Carolina State University
Carla Craycraft and Craig Wood, University of Kentucky (COMMUNITY)

Beacon Hill Complex

Operation Head, Heart, Hands, and Health

Kelly Oram and Kelly Sherman, Cornell Cooperative Extension, Jefferson County (SCHOOL-AGE)

Cambridge Complex

Diversity Leadership: Healing and Dealing

Tanya Cruz Teller and John Bell, YouthBuild USA (COMMUNITY)

Cityview Ballroom I



Making Every Minute Count in Your Youth Development Program

Daniel F. Perkins, Pennsylvania State University
Lynne Borden, University of Arizona (TEEN)

Cityview Ballroom II

What Works and What Does Not in Parent Education

Karen DeBord and Lisa Shannon, North Carolina State University (PARENT/FAMILY)

Dartmouth Room

I Stress, You Stress, We ALL Need to De-Stress

Lydia Blalock, Rutgers University (TEEN)

Harborside Room

Culturally Responsive Practice in Latino Youth Programs

Beverly Hobbs, Oregon State University (SCHOOL-AGE)

BAPPS

Harborview Ballroom I

Rethinking Unwed Pregnancy: Community Voices Framing the Issue

Kathleen S. Tajau, Alabama Cooperative Extension System-Auburn University (TEEN)



Wednesday 10:30 A.M.-12:00 P.M. (continued)

Harborview Ballroom II

What Have We Learned from Joining Forces through 4-H Military Partnerships? Successes, Challenges, and Creative Solutions

Theresa Ferrari, Ohio State University

Lisa Lauxman, University of Arizona

Panel of military and 4-H partnership members (SCHOOL-AGE)

North End Complex

Maintaining Professional Boundaries When Working with At-Risk Audiences

Alayne Toretta, Rutgers Cooperative Extension, Warren County (COMMUNITY)

Seaport Hotel Plaza Ballroom A

Feeding Their Bodies, Feeding Their Minds: A Comprehensive Approach for Rural Low-Income Families

Shirley A. Mietlicki and Gretchen May, University of Massachusetts Extension

Sheila Mammen, University of Massachusetts (PARENT/FAMILY)

Seaport Hotel Plaza Ballroom B

Hands-on Health: Using a Developmentally Appropriate Health and Safety Curriculum with Preschoolers, Caregivers, and Parents

Diane W. Bales, Sharon Gibson, and Debbie Purvis, Cooperative Extension Service, University of Georgia (EARLY CHILDHOOD)

Seaport Hotel Plaza Ballroom C

Stories, Musing, Advice, and Wishes: Voices of Parents and Youth Advocates from Diverse Communities

Mary Marczak, Lucia Orcutt, and Arthur Brown, University of Minnesota (COMMUNITY)

Waterfront Ballroom I

Working to Improve Youth Fitness: Circuit Training for School-Age Children

Amanda Smith, Janice Hermann, and Stephany Parker, Oklahoma State University (SCHOOL-AGE)

Waterfront Ballroom II

Working with Teens: A National Study of Staff Characteristics and Promotion of Youth Development

Eric Killian, Bill Evans, and Joyce Letner, University of Nevada, Reno (TEEN)

Waterfront Ballroom III

Mississippi, Last No More: Nurturing Quality Child Care

Louise E. Davis and Angel Fason, Mississippi State University Extension Service

Laurie Todd, Mississippi State University Early Childhood Institute (EARLY CHILDHOOD)

12:00-1:00 P.M.

**Commonwealth Hall CD,
Seaport World Trade Center**

Lunch

1:30-3:00 P.M.

Research Presentations

Cityview Ballroom I and II

From Knowledge about "What Works" to Action That Works

Lisbeth B. Schorr, Project on Effective Interventions at Harvard University, Pathways Mapping Initiative

Harborview Ballroom I and II

Immigration and Violence: Risks and Protective Factors for Chinese, Cambodian, Lao/Mien, and Vietnamese Youth

Thao Le, Director of Research, Asian/Pacific Islander Youth Violence Prevention Center, National Council on Crime and Delinquency

3:00-3:30 P.M.

Break

Concurrent Sessions

Computer Labs

Back Bay Complex

Take Your CYFAR Youth on the GISQuest

Bridget Morrisroe-Aman, University of Idaho
Jim Kahler, National 4-H Headquarters, CSREES, USDA
Tom Tate, Economic and Community Systems, CSREES, USDA
Joey Peutz, University of Idaho (COMMUNITY)

Federal Complex

Environmental Science Education Enhanced by Technology

Kim Zaletta, University of Vermont Extension
Caroline Carr, AmeriCorps
Leslie Rowe, Gilman Middle School, Gilman, Vt. (SCHOOL-AGE)

Poster Session

Amphitheater Lobby

After-School Health Education Incorporating Gardening Improves Youth Health Behaviors

Janice Hermann, Stephany Parker, Barbara Denney, Barbara Brown,
and Youmasu Siewe, Oklahoma State University/Oklahoma Cooperative
Extension (SCHOOL-AGE)

A Comparison of American Indian and Caucasian Parents in a Rural Home Visitation Program

Deborah L. Richardson, Oklahoma State University Cooperative Extension
Service (PARENT/FAMILY)

Evaluating Complex, Multilevel Programs Like 4-H: Telling a Story About Program Involvement and Experience by Gender and Race

Brent Bolstrom and Mary Marczak, University of Minnesota (TEEN)

Spartan Success: A Successful 4-H Community Adventure

Heather Gooden and Doug Crouse, University of Delaware Cooperative
Extension (SCHOOL-AGE)

A Teen's-Eye View of Communities

Richard Enfield and Marianne Bird, University of California Cooperative
Extension (TEEN)

Voz de la Familia . . . Voices of the Family

Debbie Purvis, Mailyn Perez, and Sharon Gibson, University of Georgia
(PARENT/FAMILY)

Interact Sessions

Congress Board Room

Collaborating with Other Youth Organizations

Facilitator: Robyn Caruso, University of California, Davis

Workshops

Amphitheater

Community Readiness: See It, Say It, Do It!

Jan Carroll, Cheryl Asmus, Tommy Covington, and Gale Miller, Colorado
State University Cooperative Extension, Fremont County
Jean Justice and Kate Langworthy, Colorado State
University Cooperative Extension, Bent, Crowley, and
Otero Counties (COMMUNITY)



Wednesday 3:30-5:00 P.M. (continued)

Beacon Hill Complex

Crazy 'bout Those Critters: Character Education for Preschoolers

Rebecca White, LSU AgCenter Cooperative Extension Service
Elma Sue McCallum, LSU AgCenter (EARLY CHILDHOOD)

Cambridge Complex



Refocusing the Spotlight—Youth as Trainers and Educators of Social Change

Margaret Libby and Maureen Sedonaen, Youth Leadership Institute (TEEN)

Dartmouth Room

A Checklist for Successful Community Collaborations

Linda Strieter and Lydia Blalock, Rutgers University
Youth Partners, Seeds to Success Youth Farmstand Project (COMMUNITY)

North End Complex

We Protect . . . Youth, Volunteers, and Staff

Vickie L. Greve and Lisa Kaslon, University of Nebraska Cooperative Extension (SCHOOL-AGE)

Seaport Hotel Plaza Ballroom A

Brain Basics . . . and Beyond!

Gretchen May, UMass Extension Communities, Families and Youth Program (SCHOOL-AGE)

Seaport Hotel Plaza Ballroom B

Building eXtension “Communities of Practice”

Dan Cotton, University of Nebraska
Kevin Gamble, North Carolina State University
Carla Craycraft and Craig Wood, University of Kentucky (COMMUNITY)

Seaport Hotel Plaza Ballroom C

Sustaining Programs and Supporting Families: A Training Program for Human Services Professionals

Lydia Marek and Jay A. Mancini, Virginia Tech (COMMUNITY)

Skyline Room

PBS Series Country Boys Explores At-Risk Youth

Susan Latton, Independent Television Service (ITVS), Community Connections Project
T. J. Delahanty, University of Kentucky 4-H Youth Development
Jennifer Maconochie, Strategic Planning and Resource Development
Boston Police Department
Jim Mahalik, Boston College, Department of Education, Counseling, and Psychology (TEEN)

Waterfront Ballroom I



Creating Youth-Centered Programming: Lessons Learned for the Hip Hop Boot Camp

Paige Hess-Hill, West Virginia State University (SCHOOL-AGE)

Waterfront Ballroom II

A Parenting Journey

H. Wallace Goddard and Steven A. Dennis, University of Arkansas Cooperative Extension Service (PARENT/FAMILY)

Waterfront Ballroom III

Workforce Prep at Adventure Central: A Holistic Approach

Graham Cochran and Nate Arnett, Ohio State University Extension-Adventure Central
Marcus Johnson, Erica Stone, Kiera Wheeler, and Sierra Mayho, Adventure Central Participants (TEEN)

5:00-9:00 P.M.

Back Bay and Federal Complex

Open Computer Lab

Thursday, May 26

6:30-8:00 A.M.

Back Bay and Federal Complex

Open Computer Lab

7:00 A.M.-4:00 P.M.

Commonwealth Hall Lobby,
Seaport World Trade Center

Registration

7:00-8:00 A.M.

Commonwealth Hall CD,
Seaport World Trade Center

Breakfast

8:30-10:00 A.M.

General Session



Huntington Theatre "Know the Law Play"—Youth and Police in Partnership Program of Children's Services of Roxbury, Inc.

Commonwealth Hall AB,
Seaport World Trade Center

Keynote Speaker: Pedro Antonio Noguera, Department of Teaching and Learning, Steinhardt School of Education, New York University, *What It Takes to Leave No Child Behind*

10:00-10:30 A.M.

Break

10:30 A.M.-12:00 P.M.

Concurrent Sessions

Computer Labs

Back Bay Complex

Fun and Free Ways to Get Geospatial in CYFAR

Jim Kahler, National 4-H Headquarters, CSREES, USDA
Tom Tate, Economic and Community Systems, CSREES, USDA
Bridget Morrisroe-Aman, University of Idaho (COMMUNITY)

Federal Complex

Engaging Parents in Spirited Parenting Education via Online Curriculum

Donna Doll-Yogerst, University of Wisconsin, Oconto County
Faden Fulleylove-Krause, University of Wisconsin, Calumet County
(PARENT/FAMILY)

Poster Session

Amphitheater Lobby

Better Ideas Form the Foundation of Better Programs

H. Wallace Goddard, University of Arkansas Cooperative Extension Service
(PARENT/FAMILY)



Camp, Culturally Speaking

Anne Manlove, Jeanne Brandt, Mario Magana, and Beverly Hobbs, Oregon State University (SCHOOL-AGE)

Impact of Poverty on Learning

Richard Fleischer, Donna Patton, Kerri McCormick, and Allison Nichols, West Virginia University Extension Service (COMMUNITY)

An Investment in the Children, Community, and Environment: A Program Evaluation

Jerry Culen, University of Florida (SCHOOL-AGE)

Mission Is-Possible: Conquering the Challenge of Interdisciplinary Program Evaluation

Lydia B. Blalock and Linda Strieter, Rutgers University (TEEN)

Use of a Stages of Change Model to Guide Evaluation Development

Melody Griffin, Thomas Smith, and Francesca Adler-Baeder, Auburn University (PARENT/FAMILY)

Interact Session

Congress Board Room

Comparing and Contrasting the Roles of Research and Evaluation in Youth Development

Facilitator: Roger Rennekamp, University of Kentucky

Workshops

Amphitheater

Using the Logic Model to Develop Evaluation Research Design and Measures

Scott Meyer, Plymouth State University
Stephanie Halter, University of New Hampshire
Lisa Townson, Dan Reidy, Penny Turner, and Rick Alleva, University of New Hampshire Cooperative Extension (SCHOOL-AGE)

Beacon Hill Complex

Get into It! Tales of a Documentary on Media Literacy

Paula Gregory and Deborah Whitaker-Duncklee, University of New Hampshire Cooperative Extension

Panelists:

Justin Scarelli, University of New Hampshire
Danielle Scott, Americorps/Vista
Brandon McIlvene, Tom Ellsworth, and Samantha Gildea, Hillsboro-Deering High School
Karen Blass, University of New Hampshire Cooperative Extension (TEEN)

Cambridge Complex

Why Youth Work Matters!

Cecilia Gran, Molly Johnston, and Elee Wood, University of Minnesota (COMMUNITY)

Cityview Ballroom I

Is the Internet an Effective Means of Teaching Food Safety to High-Risk Students?

Janet S. Kurzynske, University of Kentucky
Ellen Shanley, Colleen Thompson, and Amber Courville, University of Connecticut
Merrilyn Cummings, New Mexico State University (SCHOOL-AGE)

Cityview Ballroom II

Documenting Your After-School Program

Lynne M. Borden, University of Arizona
Daniel F. Perkins, Pennsylvania State University (TEEN)

Dartmouth Room

Improving FSNEP Program Efficacy Through Participatory Action Research

Stephanie Grutzmacher and Bonnie Braun, University of Maryland (PARENT/FAMILY)

Thursday 10:30 A.M.-12:00 P.M. (continued)

Harborside Room	<i>Building Dynamic Groups—A Web Source Ready for You</i> Nancy Stehulak and Barb Brahm, Ohio State University Extension Beth Flynn, Ohio State University Leadership Center (COMMUNITY)
Harborview Ballroom I	<i>Developing a Community Prevention Plan: The Army Family Advocacy Program Prevention Guide</i> Marney Thomas and Cynthia Enroth, Cornell University Carla Cary, U.S. Army Family Advocacy Program, Community and Family Support Center (COMMUNITY)
Harborview Ballroom II	<i>Visual Arts Energizing After-School Programs</i> Maureen Toomey, University of Idaho Carol Benesh, University of Nevada, Reno (SCHOOL-AGE)
North End Complex	<i>Helping Preschoolers Grow and Live Healthier</i> Stephanie Chan Lee and Lucrecia Farfan-Ramirez, University of California Cooperative Extension, Alameda County (EARLY CHILDHOOD)
Seaport Hotel Plaza Ballroom A	<i>Using Technology in Community Programs</i> Floyd Davenport and Jeanne Wiebke, Iowa State University
Seaport Hotel Plaza Ballroom B	<i>Take Center Stage with Imagination in Action—A 4-H Theatre Arts Curriculum</i> Cheryl Varnadoe, University of Georgia Kathleen Jamison, Virginia Tech Ellen Williams, Rutgers University (TEEN)
Seaport Hotel Plaza Ballroom C	<i>Supporting Military Families Where They Live</i> Sharon Gibson, Mandy Marable, and Peggy Bledsoe, University of Georgia (PARENT/FAMILY)
Skyline	 <i>Special Reflection Workshop</i> Huntington Theatre “Know the Law” performers (TEEN)
Tremont Room	 <i>Teens Practice Diversity</i> BAPPS Ann Brosnahan and Carol Green-Lingbaoan, University of California Cooperative Extension (TEEN)
Waterfront Ballroom I	<i>Interested in Strengthening Your Ongoing Program?</i> Loretta Singletary and Marilyn Smith, University of Nevada Cooperative Extension (PARENT/FAMILY)
Waterfront Ballroom II	<i>Building Blocks for Authentic Youth Engagement and Decision Making</i> Shelley Murdock, Carole MacNeil, and Carole Paterson, University of California Cooperative Extension (TEEN)
Waterfront Ballroom III	<i>The Best Care: A Model Child Care Training Program</i> Traci A. Johnston, Sherry Roe, and Lindsey Underwood, University of Arkansas Division of Agriculture Cooperative Extension (EARLY CHILDHOOD)

12:00-1:00 P.M.

Commonwealth Hall CD
Seaport World Trade Center

Lunch

1:30-3:00 P.M.

Concurrent Sessions



Thursday 1:30-3:00 P.M. (continued)

Computer Labs

Back Bay Complex

Adding It Up: Money Skills for People Who Are Going Places

Barbara Bristow, Cornell University (TEEN)

Federal Complex

The Benefits of Online Training

Lisa Kaslon, Vickie Greve, and Kathleen Lodl, University of Nebraska Cooperative Extension (PARENT/FAMILY)

Poster Session

Amphitheater Lobby

Cyber Café: Developing a Community-Based Computer Lab

Lisa Dennis, Ingrid Holmes, and Edith Hull, University of Maryland Cooperative Extension (COMMUNITY)

Experience 4-H in a Month-Long Summer Day Camp

Joey Peutz and Bridget Morrisroe-Aman, University of Idaho (SCHOOL-AGE)

Food Purchasing Patterns of White and Latino Adolescents in the Massachusetts CFY Program: Formative Research for Tween POWER: Preventing Obesity through Wise Expenditures of Resources

Jean Anliker and Elena Carbone, University of Massachusetts (SCHOOL-AGE)

Integrating a Statewide Age-Paced Parenting Newsletter into the Extension System

Robert DelCampo, New Mexico State University
Diana Del Campo, Shelly Porter, and Libbie Plant, New Mexico Cooperative Extension Service (PARENT/FAMILY)

Juvenile Offenders and the Impact of Youth Court, Parent, and Peer Influence on Decision Making

Kate H. Mulkerrin and Rose V. Barnett, University of Florida (TEEN)

Research Findings about Extension from the PROSPER Project (Promoting School-Community-University Partnerships to Enhance Resilience)

Daniel F. Perkins, Penn State University (COMMUNITY)

A Tool Kit for Broadening the Bounds: Youth Leadership Through Civic Engagement

Elayne Dorsey, Innovation Center for Community and Youth Development (COMMUNITY)

Interact Sessions

Congress Board Room

Best Practices in Reaching Underserved Youth Audiences

Facilitator: Janet Beyer, University of Minnesota

Dartmouth Room

Use of Technology in CYFAR Programs

Facilitator: Carol Benesh, University of Nevada, Reno



The Boston Marathon is the world's oldest annual marathon and is one of the world's most prestigious road racing events. More than 20,000 entrants participated in this year's 109th Boston Marathon, which took place April 18.

Workshops

Amphitheater	<p><i>Promoting Healthy Relationships: Dating Violence Prevention Among Native American and Hispanic Youth</i> BAPPS</p> <p>Ruth Carter, University of Arizona Maricopa County Cooperative Extension Kimberly Gressley and Becki Hester, University of Arizona Pinal County Cooperative Extension Donna J. Peterson and Lucinda S. Richmond, University of Arizona Norton School of Family and Consumer Sciences Esther Peterson and Vanya Szabo, University of Arizona Navajo County Cooperative Extension Katie Proctor, Beth Tucker, and Barb White, University of Arizona Coconino County Cooperative Extension Nina Sabori-Bendle, San Carlos Wellness Center (TEEN)</p>
Beacon Hill Complex	<p><i>Inspiring Systems Change Using Simulation Workshops for Agencies: Kinder, Effective Services for Grandparents Raising Grandchildren</i></p> <p>Beth Knisely Tucker, Michele Lytle, and Katie Proctor, University of Arizona, Coconino Extension (PARENT/FAMILY)</p>
Cambridge Complex	<p><i>Youth Action: Development and Prevention in Rural Communities</i></p> <p>William McMaster and Ellen Rowe, University of Vermont Betsy Choquette, Newport After-School Program (COMMUNITY)</p>
Cityview Ballroom I	<p><i>Assessing and Improving Youth Programs: The Youth and Adult Leaders for Program Excellence Resource Kit</i></p> <p>Shep Zeldin and Linda Camino, University of Wisconsin, Madison Jane Powers, Cornell University, Family Life Development Center (TEEN)</p>
Cityview Ballroom II	<p><i>Urban Youth Learn</i></p> <p>Jennifer A. Skuza and Nickyia Cogshell, University of Minnesota (SCHOOL-AGE)</p>
Harborside Room	<p><i>So You Have a Message: Now What?</i></p> <p>Eugenia Hanlon and Jeanne Warning, Iowa State University Extension (COMMUNITY)</p>
Harborview Ballroom I	<p><i>The Involvement and Interaction Rating Scale: A Tool for Assessing Youth-Adult Partnerships</i></p> <p>Kenneth R. Jones, University of Kentucky (TEEN)</p>
Harborview Ballroom II	<p><i>Partnering with Community Schools for Positive Health Outcomes</i> BAPPS</p> <p>Jeffrey Franklin, University of Illinois Extension (SCHOOL-AGE)</p>
North End Complex	<p><i>Enhancing the Quality of Care in Early Childhood and After School: An Innovative Model of Support to Relative Caregivers</i></p> <p>Susan K. Walker, University of Maryland, College Park Svetlana Karuskina-Drivdale, Harvard School of Education (EARLY CHILDHOOD)</p>
Seaport Hotel Plaza Ballroom A	<p><i>Expanding 4-H Reach through After School: Lessons Learned through Mentorship</i></p> <p>Elaine Johannes, Kansas State University Jennifer Wilson, K-State Research and Extension, Riley County (SCHOOL-AGE)</p>
Seaport Hotel Plaza Ballroom B	<p><i>Creating Opportunity Out of Challenge: Using Integrative Thinking to Address 21st-Century Issues</i></p> <p>Patsy A. Ezell and Anne R. Sortor, University of Tennessee Extension (COMMUNITY)</p>



Thursday 1:30-3:00 P.M. *(continued)*

Seaport Hotel Plaza Ballroom C

Tools for Group Management and Discipline: A Teacher's Perspective

Melissa Greenwood and Mark Guider, University of Vermont Extension Service (SCHOOL-AGE)

Skyline Room

Coming Together: Race in Wisconsin

Jean Berger, Sally Bowers, and Pahoua Thao, University of Wisconsin Extension (TEEN)

Waterfront Ballroom I

Narrowing the Digital Divide in the Community: A Constructivist Approach to Integrate Monolingual Spanish-Speaking Families into Technology

Pedro Cid-Aguero, University of Connecticut
Angela M. Arrey-Wastavino, Quinnipiac University (PARENT/FAMILY)

Waterfront Ballroom II

Engaging Communities to Improve Outcomes for Youth: Three Models for Building Capacity (BAPPS)

Karla Kelley, Roslyn Taylor, and Cheryl Geitner, University of Illinois Extension (COMMUNITY)

Waterfront Ballroom III

Food Safety Concepts Transformed: Uniting Print and Web Design Principles

Lynne Ivers Thompson and Rita Brennan Olson, University of Massachusetts, UMass Extension (EARLY CHILDHOOD)

2:00-3:00 P.M.

Mezzanine Lobby and Atrium Lobby,
Seaport World Trade Center

Program Showcase Set-Up

3:30-5:30 P.M.

Mezzanine Lobby and Atrium Lobby,
Seaport World Trade Center

CYFAR 2005 Program Showcase

4:00 P.M.

Amphitheatre, Seaport World
Trade Center

**Special Youth Performance:
4-H Bloco Drum and Dance, Sonoma County, California**

5:00 P.M.

Amphitheatre, Seaport World
Trade Center

**Special Youth Performance:
Archdale Steppers, Boston, Massachusetts**

5:30-9:00 P.M.

Back Bay Complex

Open Computer Lab

7:00-9:00 P.M.

Federal Complex, Seaport
World Trade Center

Geospatial Get-Together

Friday, May 27

6:30-8:00 A.M.

Back Bay and Federal Complex

Open Computer Lab

7:00-8:00 A.M.

Commonwealth Hall CD,
Seaport World Trade Center

Breakfast

8:00-9:30 A.M.

Concurrent Sessions

Computer Labs

Back Bay Complex

Digital Photography in After-School Computer Labs—A Train-the-Trainer Session

Jean Van Booven-Shook and Bill Pabst, University of Missouri Extension (TEEN)

Federal Complex

Instant Messaging: Presence, Privacy, and Netiquette

Floyd Davenport, Iowa State University

Ron Roeber, University of Nebraska (COMMUNITY)

Poster Session

Amphitheater Lobby

Evaluation: A Tool for Sustaining Change

Roger Rennekamp, University of Kentucky, Cooperative Extension Service/
Innovation Center for Community and Youth Development
Youth Member, National Training Cadre, Innovation Center for Community
and Youth Development (COMMUNITY)

Investigating Sustainability and Impact of a Participatory School-Based Health Program Using a Case Study Approach

Joshua Phelps, Stephany Parker, and Janice Hermann, Oklahoma State
University (SCHOOL-AGE)

Making a Difference for Rural Youth: Evaluation Findings from a CYFAR After-School Program

Bethany Letiecq and Sandra Bailey, Montana State University (SCHOOL-AGE)

The Psychosocial Needs of Late Adolescents/Young Adults Who Are Coping with Parental Cancer

Kerri Ashurst, University of Kentucky (TEEN)

Qualitative Data Analysis: Tools of the Trade

Lydia Blalock, Rutgers University (PARENT/FAMILY)

Interact Session

Congress Board Room

Programming for Children of Offenders

Facilitator: Robert Wilkerson, University of Missouri



Workshops

Amphitheater

Creating Latitude, Longitude, and Altitude for Your Program through GPS: Great Parent Support

Kimberly Jones, LSU AgCenter
Kori Myers, LSU AgCenter and Terrebonne Parish School System
Brenda Bergeron, Terrebonne Parish School System
Janet Fox and Debbie Hurlbert, LSU AgCenter 4-H Youth Development (PARENT/FAMILY)

Beacon Hill Complex

Promoting Diversity and Access in Youth Programs

Ann Walter, Janet Beyer, and Tobias Spanier, University of Minnesota Extension Service (TEEN)

Cambridge Complex

Bridging the Divide—Creating Successful Youth/Adult Partnerships Utilizing Youth Development Research and Practice

Margaret Libby and Maureen Sedonaen, Youth Leadership Institute (TEEN)

Cityview Ballroom I

Promoting the Health and Well-Being of Families During Difficult Times

Lynne Borden and Marta Elva Stuart, University of Arizona (PARENT/FAMILY)

Cityview Ballroom II

Urban Youth Lead—A Strategy to Build Capacity in Urban Neighborhoods

Erica Gates and Jennifer Skuza, University of Minnesota (TEEN)

Dartmouth Room

Creating Safe Spaces for All Youth: Working with Gay, Lesbian, Bisexual, Transgender, and Questioning Youth

Lisa Phelps, University of Maine Cooperative Extension (TEEN)

Harborside Room

Drumming: A Creative Way to Incorporate Diversity and Cooperation Into Programming

Ann Sherrard, University of Maryland Cooperative Extension (COMMUNITY)

Harborview Ballroom I

Growing Spaces: Building 4-H Connections to NASA

Ben Silliman, North Carolina State University
Barbara Swanson, North Carolina State University, Randolph County
Reba Green-Holley, North Carolina State University, Gates County (SCHOOL-AGE)

Harborview Ballroom II

SACC Small Business Strategies Pushing Toward Sustainability

Nadine Reimer, University of Maine
Ann Brown, School Age Child Care, Maine School Administrative District No. 4 (SCHOOL-AGE)

North End Complex

City of Savannah Tackles Poverty

Sue Chapman and Sharon Gibson, University of Georgia
Julie Lamy, Economic Development, City of Savannah (COMMUNITY)

Seaport Hotel Plaza Ballroom A

A Snapshot of 4-H and Military Partnerships

Kevin Wright, Washington State University
Carol Benesh and Eric Killian, University of Nevada, Reno
Gloria Kraft, Rutgers University Cooperative Extension
Grace Wittman, University of Idaho
Mona Johnson, Office of Superintendent of Public Instruction, Washington (SCHOOL-AGE)

Seaport Hotel Plaza Ballroom B

U.S. Army Pacific Camp Zama—Military Youth Surmounting Environmental Challenges Via 4-H Technology Clubs

Justin Rodgers, Daniel Polaski, Anna Sattler, and Jennifer Blair, U.S. Army Pacific Camp Zama Japan 4-H Tech Club members (TEEN)



Friday 8:00-9:30 A.M. (continued)

Seaport Hotel Plaza Ballroom C

Voices and Visions of Our Eternal Family Connections: Helping Families Cope with the Stress of Grief

Mary M. Gabriel, University of Nebraska, Lincoln
Daniel E. Keller, Catholic Charities (PARENT/FAMILY)

Skyline Room

10-Minute Leadership Lessons

Anne Stevenson and Carol Skelly, University of Minnesota Extension Service (SCHOOL-AGE)

Waterfront Ballroom I

Best Practices for Involving Parents and the Community in School Readiness and Early Literacy Acquisition

Sue Manglallan and Sharon Junge, University of California, Davis (EARLY CHILDHOOD)

Waterfront Ballroom II

Building Family Futures (BFF): A Parenting Education and Family Living Skills Training Program for Professional Staff Working with Women

Monica Idzelis and Elizabeth Shack, University of Connecticut (PARENT/FAMILY)

Waterfront Ballroom III

More than Child's Play

Ann Michelle Daniels and Marilyn F. Rasmussen, South Dakota State University (EARLY CHILDHOOD)

9:30 A.M.

Checkouts

10:00 A.M.-12:00 P.M.

Closing Session

Commonwealth Hall AB,
Seaport World Trade Center

Cathann Kress, Director, Youth Development, National 4-H Headquarters, CSREES, USDA, *The Essential Elements of Youth Developments Apply to CYFAR*

CSREES Awards: CYFAR State Strengthening and New Communities Projects

Keynote Speaker: Dante Cicchetti, Professor of Psychology, University of Rochester, and Director, Mount Hope Family Center, *Effects of Child Maltreatment on Biological and Psychological Development: Implications for Preventive Interventions*

Closing and Announcement for CYFAR 2006

Sharon Wright, National Program Leader, Cooperative State Research, Education, and Extension Service, USDA



Salute to CYFAR Video

4-H Technology Club, Camp Zama, Japan

Youth Members: Jennifer Blair Daniel Polaski
Justin Rodgers Anna Sattler
Ervin Lawrence, Club Adviser/Progreem Leader



Preconference Sessions

Tuesday, May 24

CYFERnet Technology-sponsored

The ABCs of Digital Photography

Back Bay Complex—Half-day computer lab (9:00 A.M.–12:00 P.M.)

Jeanne Wiebke, Iowa State University

Barbara Chamberlin, New Mexico State University

Want to know what to look for in a digital camera? Want to learn tips and tricks for taking great pictures, saving images to your hard drive, or integrating digital images into web pages, newsletters, and other program materials? We'll discuss these questions and more, including best practices for purchasing, maintaining, and using a digital camera in your programs.

Quick, Easy, and Inexpensive Ways to Make a Movie

Back Bay Complex—Half-day computer lab (1:00–4:00 P.M.)

Floyd Davenport, Iowa State University

Roger Terry, Kansas State University

Participants will learn how easy and fun it can be to create movies using inexpensive software right on their own computers. This session will cover the basics of video production software and how to combine digital images, video, and audio to create movies to market a program or for new and fun educational activities.

BAPPS

The Role of Extension in Addressing Adolescent Pregnancy, Parenting, and Sexuality Issues

Cambridge Complex—Half-day session (1:00–4:00 P.M.)

Don Bower, University of Georgia

Jackie Davis-Manigaulte, Cornell Cooperative Extension-New York City

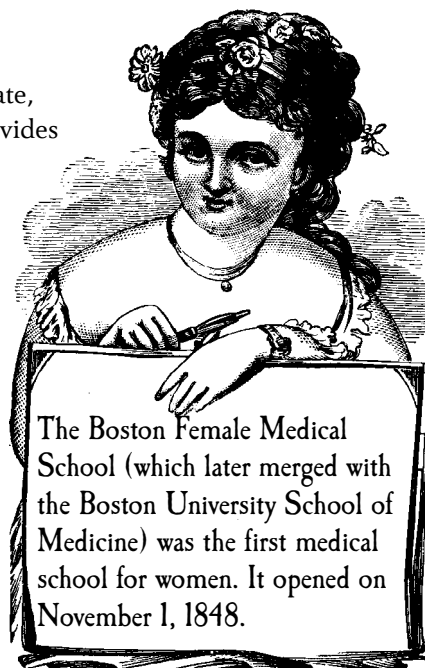
Ted Futris, Ohio State University

Gerri Peeples, University of Illinois

Novella Ruffin, Virginia State University

Kathleen Tajeu, Auburn University

The Bridge for Adolescent Pregnancy, Parenting, and Sexuality (BAPPS), a multistate, interdisciplinary leadership work group created out of CYFAR and CYFERnet, provides research-based resources to advance knowledge and practice in these areas. This workshop will help participants better understand APPS issues and become more informed of available Extension resources to support professionals and volunteers working to address these critical issues for teens.



School-Age

Multigenerational/Multicultural Games for Family and Youth Involvement

Harborview Ballroom II—Half-day session (9:00 A.M.–12:00 P.M.)

Jan Gibby, Daniel A. McDonald, and Juanita O'Campo Waits, University of Arizona

This workshop is geared to help those who work with multicultural/multigenerational groups to exercise creativity in planning for parent/family educational events. Participants will learn how to help shy people to come out of their shell, how to bridge the language barrier, make a lesson of communication come alive through role play, get people to share experiences and, most important, make friends who love to learn together.

Applying What We Know about Out-of-School Time: Bridging Research, Practice, Programs, and Policy

Cityview Ballroom I—Full-day session (9:00 A.M.–4:00 P.M.)

Dale Blyth, University of Minnesota
Theresa Ferrari, Ohio State University
Ina Linville, University of Missouri
Bonita Williams, Lincoln University
Michael Newman, Mississippi State University
Lisa Lauxman and Lynne Borden, University of Arizona
Deirdre Thompson, University of California, Davis
Mary Welch, University of Connecticut
Nancy Valentine, CSREES, USDA
Danny Perkins, Pennsylvania State University
Eric Killian, University of Nevada, Reno

This interactive workshop will provide an easy to understand conceptual framework for how to bridge research, practice, programs, and policies for out-of-school time programs. Participants will review current research and, through guided small-group discussions, develop strategies to immediately apply research findings to practices and policies in their community programs. Participants will also develop strategies for informing research through practice and policy.

Teen

Putting YOUTH Back into Sports Curriculum

Harborview Ballroom II—Half-day session (1:00–4:00 P.M.)

Daniel F. Perkins, Pennsylvania State University
Ann Michelle Daniels, South Dakota State University

Sports can be a great opportunity for youth to learn life skills and have fun. However, too often the win-at-all-costs philosophy causes it to be a negative experience. This session will present a curriculum developed to ensure that the sports experience is a positive learning opportunity that builds resiliency. It is for multiple stakeholders (e.g., coaches, parents, officials, and youth).



Parent/Family

Increasing Family Involvement through Experiential Activities—A “How To” Workshop Using 4-H Challenge with Families

Waterfront Ballroom III—Full-day session (9:00 A.M.–4:00 P.M.)

Drew Lenore Betz, Washington State University Whatcom County Extension

Participants will explore family strengths and how they can be fostered through experiential activities that appeal to diverse audiences. Issues of design and effective processing will be highlighted. Participants will experience an actual program that they can take back to their communities and use with families.

Selecting Parenting Education Resources

Waterfront Ballroom I—Half-day session (9:00 A.M.–12:00 P.M.)

Kimberly Greder and Lesia Oesterreich, Iowa State University Extension

Tabitha Gilmore Barnes, Cornell Cooperative Extension, Delaware County

Participants will identify their personal preferences and approaches to parenting education as well as underlying theories and strategies promoted in popular parenting curricula, and develop knowledge and skills to assess curricula to best meet the needs of families they work with and their own style.

Cultural Perspectives on Parenting

Waterfront Ballroom I—Half-day session (1:00–4:00 P.M.)

Beth Fleming and Mary Crooks, Iowa State University Extension

Rosa M. Morales de Gonzalez, Perry L.I.N.K.

Participants will explore and further understand their own culture and how it influences their values, attitudes, expectations, and parenting practices. In addition, they will learn about values held by other cultures and the influence of those values on parenting practices. Cultural stereotypes will be examined, as well as applying principles of family-centered practices when building relationships with families of various cultures.

Parents Ask for Help with Discipline—But Is It Discipline That Kids Need?

Cityview Ballroom II—Half-day session (9:00 A.M.–12:00 P.M.)

Karen DeBord, North Carolina State University

H. Wallace Goddard, University of Arkansas Cooperative Extension

Social changes over the past 20 years have influenced how families relate to each other. Besides technology and media influences, there has been a loss of parent and child time attributed to long work hours resulting from economic hardship. There has been an increase in children and youth undergoing therapeutic treatment, more juveniles involved with the justice system, and greater need for out of home placement in foster care. Although parents are asking professionals to “fix” their children, the problem appears to be a total disconnect between parents and their children. This session will address the skills parents need to relate to their children in a complex world.



Anthony's Pier 4

Tip: This is a restaurant to go to if given the time. The dining room has exquisite views of Boston Harbor and the skyline. Also check out the lobby, where there are hundreds of photos of famous athletes, heads of state, and Hollywood stars who have dined there and autographed photos.

Community

Community Readiness Model: A Tool to Measure a Community's Readiness and Capacity to Change

Cambridge Complex—Half-day session (9:00 A.M.–12:00 P.M.)

Cheryl L. Asmus, Ruth W. Edwards, and Cindy Cindrich, Colorado State University

Many anecdotal accounts of implementing projects in one community with success and failure in another exist. Matching interventions to a community's level of readiness is absolutely essential for success. The first step in implementing programs in a community must be determining the level of community readiness. The Community Readiness Model offers tools to measure readiness and to develop stage-appropriate strategies.

Building Partnerships for Non-School Hour Youth Development Programming: A Customizable Tool to Increase Collaboration in Your Community

Federal Complex—Full-day computer lab (9:00 A.M.–4:00 P.M.)

Karen Hoffman Tepper, Daniel McDonald, and James Roebuck, University of Arizona

The purpose of the Hawaii Building Partnerships for Youth project was to provide opportunities for youth serving organizations to partner, coordinate, and collaborate. Attendees at this computer lab will learn about the process used to accomplish this goal, view the Power Point presentation used as a catalyst for this discussion, and be given an opportunity to customize it for use in their own communities.

Engaging the Public through Deliberative Community Conversations

Beacon Hill—Half-day session (1:00–4:00 P.M.)

Eugenia Hanlon and Jeanne Warning, Iowa State University Extension

What happens when people gather to talk about community problems that are important to them? Too often, voices rise, emotions flair, and conflict ensues. But there is another way. During public deliberation as opposed to debate, people talk about challenging problems but deal with the conflict in a civil manner, combining reason and emotion to seek a solution. This experiential workshop will involve participants in a community conversation, helping them understand deliberation and how this technique can assist their communities in effectively identifying and exploring alternative approaches to controversial issues.

Videography Made Fun, Simple, and Inexpensive—4-H Technology in Action

Waterfront Ballroom II—Half-day session (9:00 A.M.–12:00 P.M.)

Justin Rodgers, Daniel Polaski, Anna Sattler, and Jennifer Blair, U.S. Army Pacific Camp Zama Japan 4-H Tech Club Members

Ervin Lawrence, U.S. Army Pacific Camp Zama, Japan 4-H Tech Club Leader

Professional-quality videography is now within reach of the masses and is an excellent medium for self-expression. Using relatively inexpensive digital camcorders, software and computers, participants will learn the fundamentals of video recording, editing and display. Join us in creating our own public service announcement video on a youth at risk topic.

A Beginner's Hands-On Guide to Robot Construction Fundamentals and Programming

Waterfront Ballroom II—Half-day session (1:00–4:00 P.M.)

U.S. Army Camp Zama 4-H Tech Club "Technical Difficulties," Youth 4-H Club Members

Learn the basics of building simple robots. Advances in robotic componentry have made the art of robotics fun and friendly for everyone. Working in teams, participants will build and program robots to demonstrate a variety of fundamental robotic concepts and their application to real-world uses. Each team will enter its robot in a final competition. May the best robot win!



Keynotes and General Sessions

Wednesday, 9:00–10:00 A.M.

Commonwealth Hall AB, Seaport World Trade Center

Growing Up in a Socially Toxic Environment

James Garbarino, Department of Human Development, Cornell University

The social environment can become poisonous to the development of children and youth, much as the physical environment can undermine their physical well-being. Professionals and parents need conceptual tools to detect and measure these poisons, particularly if they are dealing with temperamentally vulnerable children and youth. What are some of the important social toxins? They include feelings of fear about the world, rejection by adults outside the family, experiencing violent trauma, absence of adult supervision, inadequate exposure to positive adult role models, economic insecurity, a shallow materialistic culture, spiritual emptiness, and weak relationships with the neighborhood and the larger community.

James Garbarino is the Elizabeth Lee Vincent Professor of Human Development at Cornell University, and from 1985 to 1994 he was president of the Erikson Institute for Advanced Study in Child Development. Garbarino serves as a consultant to television, magazine, and newspaper reports on children and families. He also serves as a scientific expert witness in criminal and civil cases involving issues of violence and children. The National Conference on Child Abuse and Neglect honored Garbarino in 1985 with its first C. Henry Kempe Award, in recognition of his efforts on behalf of abused and neglected children. In 1989, he received the American Psychological Association's Award for Distinguished Professional Contributions to Public Service. Garbarino has authored or edited *See Jane Hit: Aggression and the New American Girl* (in press for 2005); *And Words Can Hurt Forever: How to Protect Adolescents from Bullying, Harassment, and Emotional Violence* (2002); *Parents Under Siege: Why You Are the Solution, Not the Problem, in Your Child's Life* (2001); *Lost Boys: Why Our Sons Turn Violent and How We Can Save Them* (1999); and *Raising Children in a Socially Toxic Environment* (1995).

Thursday 8:30 A.M.

Commonwealth Hall AB, Seaport World Trade Center

"Know the Law Play"

The Youth and Police in Partnership Program is a program of Children's Services of Roxbury, Inc., in collaboration with the Boston Police Department. The program aims to better the relationships between the inner-city youth, the residents, and the police department and to address community problems. The program employs peer leaders ages 14 to 18 from surrounding neighborhoods; these youth make up District Youth Councils (DYC).

Through Huntington Theatre the program uses drama as an alternative expression to violence. Role-plays are collected to form full dramas that later are acted out in the theatre. Drama is also a means for peer leaders and police officers alike to get in touch with and express their own deeper emotions. Peer leaders are able to attend every major show that comes to the theater until they're 21 years old.

"Know the Law Play" is a collaboration between the Huntington Theatre Company, Youth and Police in Partnership Program (YPP), and the Youth Advocacy Project. This after-school program employs at-risk youth and others to use drama to increase awareness of Massachusetts law. "Know the Law Play" is a production—developed, written, and performed by a troupe of young people—that depicts authentic scenes of urban teenage life in an effort to teach young people how a better understanding of Massachusetts criminal law can help them make informed choices when faced with difficult situations. "Know the Law Play" is performed at the Huntington Theatre, schools, and community centers throughout Boston. This play is designed to inform youth of various situations that may arise in their community. The objective is to portray the right and the wrong way to deal with the law.

THE CAST	Shakena Perry, 17, African American—Joleen	Tiffany Lewis, 16, African American—Evonne
	Sharmaine Hamilton, 16, African American—Sandra	Jermaine Hamilton, 16, African American—Bobby
	LaShawn Streater, 16, African American—Warren	Quintin Cundriff, 16, African American—Tommy
	Janae Bradshaw, 17, African American—Cop	Yasciris Coleman, 15, African American—Cop
	Jarelys Rijo, 15, Latino—Teacher/Bus Monitor	Edmund Oribhador, 14, Native African—Teacher/Bus Driver
	Nurudeen Alabi, 15, Haitian—understudy	Christian Cordero, 16, Dominican—understudy

Thursday, 9:00–10:00 A.M.

Commonwealth Hall AB, Seaport World Trade Center

What It Takes to Leave No Child Behind

Pedro Antonio Noguera, Department of Teaching and Learning
Steinhardt School of Education, New York University

While the movement for standards and accountability has largely succeeded in bringing greater attention to the issues surrounding student achievement, surprisingly little attention has been given to what it takes to create conditions in schools that will make achievement more likely. Missing from much of the policy debate related to achievement is how to support and cultivate effective teaching in schools. This presentation will describe strategies that have proven effective elsewhere at supporting teaching and learning. It also will explore how schools can develop effective partnerships with parents to further efforts to raise achievement and how data can be used to develop school reforms that lead to transformations in the culture and structure of schools.

Pedro Antonio Noguera is a professor in the Steinhardt School of Education at New York University. As an urban sociologist, Noguera's scholarship and research focus on the ways in which schools are influenced by social and economic conditions in the urban environment. Noguera has served as an adviser and engaged in collaborative research with several large urban school districts throughout the United States. He also has done research on issues related to education and economic and social development in the Caribbean, Latin America, and several other countries throughout the world. From 2000 to 2003 Noguera served as the Judith K. Dimon Professor of Communities and Schools at the Harvard Graduate School of Education. From 1990 to 2000 he was a professor in social and cultural studies at the Graduate School of Education and the director of the Institute for the Study of Social Change at the University of California, Berkeley. Noguera received an award from the Wellness Foundation for his research on youth violence in 1995. In 1997, he was the recipient of the University of California's Distinguished Teaching Award. In 2001, Noguera received an honorary doctorate from the University of San Francisco and the Centennial Medal from Philadelphia University for his work in the field of education. He is the author of *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada* (1997) and *City Schools and the American Dream* (2003).

Friday, 10:30–11:30 A.M.

Commonwealth Hall AB, Seaport World Trade Center

Effects of Child Maltreatment on Biological and Psychological Development: Implications for Preventive Interventions

Dante Cicchetti, Department of Psychology, University of Rochester, and Director, Mount Hope Family Center

This presentation will address the impact of child maltreatment on biological and psychological development. A multiple levels-of-analysis approach will be used to examine pathways to maladaptive and adaptive functioning in maltreated children. The results of the basic research on the effects of maltreatment will be translated into the development and evaluation of preventive interventions and maltreated children.

Dante Cicchetti is professor of psychology, University of Rochester, and director, Mount Hope Family Center. Cicchetti's major research interests lie in the formulation of an integrative developmental theory that can account for both normal and abnormal forms of ontogenesis. His work focuses on developmental psychopathology, the consequences of child maltreatment, the impact of traumatic experiences upon brain development, the biology and psychology of depressive diseases, as well as the study of attachment relations and representational models of the self and its disorders across the life span. Cicchetti is also interested in the application of developmental principles to the assessment, intervention, and treatment of "high risk" children and their families. He has published books on child maltreatment, developmental psychopathology, emotional development, childhood depression and symbolic development in atypical children, Down Syndrome, attachment beyond infancy, self-development, risk and protective factors in the development of psychopathology, neurodevelopment and psychopathology, and stress and development.



Research Presentations

Wednesday, 1:30–3:00 P.M.

Cityview Ballrooms I and II

From Knowledge about “What Works” to Action That Works

Lisbeth B. Schorr, Project on Effective Interventions at Harvard University, Pathways Mapping Initiative

We have learned so much about “what works” to improve outcomes for children, youth, and families. But now we must make this knowledge *actionable*. This means being clear about the outcomes we’re aiming for; organizing what we know to connect actions to outcomes; understanding not only *what* works, but *how* it works, by identifying the *ingredients* of effective interventions; establishing the community connections that support effective interventions; and establishing the *vertical alliances* between program people and policymakers to create a hospitable funding, regulatory, and policy environment.

Lisbeth B. Schorr is director of the Project on Effective Interventions at Harvard University and lecturer, Department of Social Medicine, Harvard University Medical School. She co-chairs the Aspen Institute’s Roundtable on Community Change and directs the Pathways Mapping Initiative, which provides a broad array of actionable information—based on both research and practice—to communities that are seeking to improve outcomes for disadvantaged children, families, and neighborhoods. Schorr has held leadership positions in many major national efforts on behalf of children and youth. She is a member of the Institute of Medicine of the National Academies and the National Selection Committee of the Ford Foundation/Kennedy School Awards for Innovations in American Government. Her 1988 book *Within Our Reach: Breaking the Cycle of Disadvantage* analyzed social programs that succeeded in effectively combating serious social problems. In *Common Purpose: Strengthening Families and Neighborhoods to Rebuild America* (1997), she laid out the evidence that by acting strategically, focusing on results, and putting together what works, it is possible to strengthen children and families and to rebuild communities.

Wednesday, 1:30–3:00 P.M.

Harborview Ballrooms I and II

Immigration and Violence: Risks and Protective Factors for Chinese, Cambodian, Lao/Mien, and Vietnamese Youth

Thao N. Le, Director of Research, Asian/Pacific Islander Youth Violence Prevention Center, National Council on Crime and Delinquency

If the problem of the 19th and 20th centuries in America has been the color line, then the challenges of the 21st century will certainly be greatly complicated by the extensive growth in immigration from Latin America and Asia. The rise of immigrant populations has transformed urban communities, and undone conventional wisdom about patterns of acculturation and assimilation in the U.S. The field of youth violence prevention has not been immune to these far-reaching changes. This presentation examines factors particularly related to immigration and cultural processes that protect and put immigrant youth at risk for delinquency, serious violence, and victimization. Implications for prevention, intervention, and models of programming are also discussed.

Thao N. Le is director of Research, Asian/Pacific Islander Youth Violence Prevention Center, an academic center of excellence funded by the Centers for Disease Control and Prevention, and senior researcher at the National Council on Crime and Delinquency. Le has conducted several national evaluation studies for at-risk youth including the process and impact evaluation of the Intensive Aftercare Program, the Community Assessment Center, Boot Camp Evaluation, as well as several projects specific to girls and women, such as the duPont Girls Profile Project, Robert Wood Johnson Incarcerated Women Program, the Berkeley Domestic Violence Structured Decision Assessment. Her current research projects focus on understanding factors that put immigrant groups, particularly Cambodian, Chinese, Lao/Mien, and Vietnamese at risk for delinquency and serious violence, as well as factors including cultural ones that may serve to protect youth and their families from violence. She studies youth and adult development cross-culturally.

Professional Development Opportunities

CYFAR 2005 has been approved for continuing education by the American Association for Family and Consumer Sciences (AAFCS) for Professional Development Units (PDUs) and by South Dakota State University Office of Outreach Programming for Continuing Education Units (CEUs). Certificates of Attendance issued by USDA-CSREES and the CYFAR 2005 Conference Committee are also available. Applications for both PDUs and CEUs may be obtained at the conference registration table.

PDUs: A maximum of ten (10) PDUs will be available. Please note that the computer/technology preconference sessions are not eligible for AAFCS PDUs. There is no charge for PDUs.

CEUs: A minimum of six (6) contact hours (0.6 CEUs) and a maximum of 20 contact hours (2.0 CEUs) will be available, based on actual, verified attendance. There is a \$5 processing fee for CEUs. Participants may receive CEUs for the following: pre-conference computer lab sessions, general sessions/keynote lectures, workshops, poster sessions, and interacts, but not for open computer labs or for the Program Showcase. Please follow the directions carefully on the CEU Attendance Check List and CEU Application (available at the conference registration table.)

Certificates of Attendance: These may be picked up at the conclusion of the conference at the conference information table. There is no charge for the certificates of attendance.

What's Happening for Teens?

Calling All Teens!

The teens and adults serving on the Teen Committee are planning several fun and exciting opportunities for teens at CYFAR 2005. We encourage teens attending the conference to attend any and all of these activities!

On Wednesday...get acquainted with other teens attending the conference during lunch. Look for the reserved tables. Special field trip designed to acquaint us with teen programs and some of the sites in the Boston area from 3:30–5:30 P.M. Details on where to meet will be posted on the bulletin board near the registration area.

On Thursday...join other teens and the Huntington Theatre Performers in a special reflection workshop designed just for teens from 10:30 A.M. to 12:00 P.M. Skyline, Seaport World Trade Center.

Following the Program Showcase, Thursday afternoon, join in an evening of fun while we get to know teens from the Boston area, create memory books, share program ideas and experiences, and even perform Karaoke! Room location will be posted on the bulletin board near the registration area.

We look forward to seeing you there!



= Look for this symbol in the conference schedule. It designates sessions recommended for teens.



CYFAR 2005 Program Showcase

Thursday, 3:30-5:30 P.M., Atrium, Mezzanine and Plaza Levels, Seaport World Trade Center

Want to learn how others have developed successful programs for children, youth, and families? Want to find out how you can strengthen your state's program, how to use technology and how to become involved in CYFERnet? Come to Program Showcase 2005.

At Program Showcase you will have an opportunity to talk with Extension professionals and others from across the nation, browse through displays, and learn more about the work being conducted through CYFAR on behalf of children, youth, and families at risk. You will have the opportunity to ask questions about how these programs and information can be used to strengthen your own programs. Program Showcase offers a relaxed atmosphere in which to network with others with similar or different program, technology and collaboration ideas. Come to Program Showcase to meet old friends, make new ones, enjoy good food, relax, have fun, and learn. Program Showcase at CYFAR 2005: Don't miss it!

Two outstanding youth groups will be performing during the Program Showcase in the Amphitheatre, Seaport World Trade Center. Follow the signs to the Amphitheatre and experience the 4-H Bloco Drum and Dance group from Sonoma County, California and the Archdale Steppers from Boston, Massachusetts. You don't want to miss them!

4-H Bloco Drum and Dance, Sonoma County, California

Thursday, 4:00 P.M.

Amphitheatre, Seaport World Trade Center

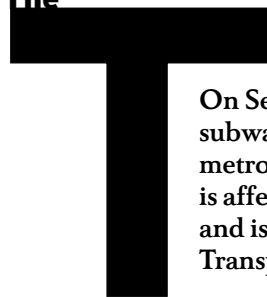
This presentation is a vibrant multicultural drum and dance performance. The 4-H Bloco Drum and Dance program involves middle and high school-aged youth in creative dance and rhythm activities, with the following aims: (a) to improve participants' health-related awareness and behaviors through sustained physical activity; (b) to improve participants' healthy eating habits through the addition of a nutrition education component; (c) to build appreciation of diverse nationalities and ethnic backgrounds through a shared love of music, dance, and rhythm. The drum and dance activities are vibrantly multi-cultural and include Brazilian, African, Cuban, and Caribbean influences.

Oscar Barragan
Daniel Bone
Ryan Carlisle
Jessica Gonzalez
Veronica Pera
Nicole Rosas

Anthony Bone
Peter Bone
Lizette Gomez
Marisol Miranda
Manuel Ramirez

Dennis Bone, Program Coordinator
Alfie Macias, Drum Instructor
Leah Weiss, Dance Instructor

The



On September 1, 1897, the Boston subway opened as the first underground metro in North America. Today it is affectionately known as "The T" and is run by the Massachusetts Bay Transportation Authority.

Archdale Steppers, Boston, Massachusetts

Thursday, 5:00 P.M.

Amphitheatre, Seaport World Trade Center

Stepping, a dance tradition made popular by African American fraternities and sororities, is a complex performance involving synchronized percussive movement, singing, speaking, chanting, and drama. It can be traced to the peoples and cultural dance traditions of Africa, specifically, the "Gumbo Dance." With a focus on precise foot movements and handclapping, gumboots used dance as a means to communicate. Stepping in the United States can be traced as far back as the 1920s during fraternity pledges at Howard University. As stepping evolved into the 1940s and 1950s, various elements of military drill formations became prevalent, partially because many military men joined fraternities upon returning from World War II. As a result of this evolution, step shows became the format of choice to display pride in ones organization (i.e., fraternity, sorority) and are now produced in many African American churches, schools, community groups, fraternities, and sororities as well as Latino, Asian American, and multicultural Greek-letter organizations with the goals of promoting teamwork, unity, discipline, and good sportsmanship within a team.

The Archdale Community Center, located within the Roslindale neighborhood of Boston, is a multi-service facility overseen by a neighborhood council and is managed by Boston Community Centers.

Archdale Step Troupe, formed in 1996, is made up of girls of different nationalities and cultures, ranging in ages from 6 to 16. The purpose of the troupe is to promote self-confidence, discipline, and self-esteem. The program is designed to help give the girls a positive view about their lives and to help bring out the inner talents and desires to fulfill their dreams and aspiration: "Through the eyes of a child to the mind of a woman."

Since 1996, the Archdale Steppers have performed at:

- Champions of the First Annual Step Show sponsored by Boston Community Centers, 2001
- Mayor's Youth Summit, 1998, 2000, and 2002
- Second place at the First Annual "Step Off" Dance Competition sponsored by the University of Massachusetts of the Boston Athletic Department
- The Boston Police Department's First Annual Multicultural Day
- The Boston Housing Authority Annual Talent Showcase
- The International Women's Day at the Massachusetts State House
- Celebration of Kwanzaa at the Martin Luther King School in Cambridge

Nyasia Armstrong

Amy Duong

Ashley Guerrier

Takora McIntyre

Mimi Phan

Ruth Sacedo

Gabrielle Bouquet

Cindy Duong

Marjourie Jimenez

Yalyassa Ocasio

Krystle Quinones

Jessenia Santiago

Katherine Colon

Carly Franklin

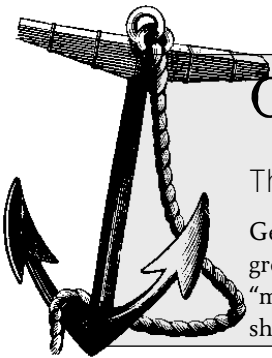
Patty Mata

Manuela Peluso

Patrice Ramgeet

Michelle Bailey, Step Coordinator

Donna Moise, Step Coordinator



Geospatial Get-Together

Thursday, 7:00-9:00 P.M.

Federal Computer Lab, Seaport World Trade Center

Geospatial activities using global positioning systems (GPS) and geographic information systems (GIS) are growing in popularity within 4-H and in both CYFAR youth and community programs. Join us for an informal "meet and greet" to explore and learn more about what others are doing with geospatial technologies. Come share what's happening in your state!





The Bridge for Adolescent Pregnancy, Parenting, and Sexuality

BAPPS is a work group of the Children, Youth, and Families Education and Research Network (CYFERnet). CYFERnet is a national network of land grant university faculty and county Extension educators working to support programs for children, youth, and families funded by CSREES/USDA.

BAPPS is open to anyone interested in a research-based response to adolescent pregnancy, parenting, and sexuality concerns. Through a listserv, web site, and conference participation, BAPPS disseminates research, resources, curriculum development, and evaluation tools to assist individual, community, and state leaders in the areas of adolescent pregnancy, parenting, and sexuality (APPS). In addition, through collaboration with key federal, state, and community stakeholders, cross-country partnerships have led to the development of innovative educational and research projects on current APPS issues.

For the first time, BAPPS is playing a special role at the CYFAR conference. The BAPPS work group is presenting a half-day preconference and hosting a number of BAPPS-related workshops and Program Showcase exhibits. Plan on attending these sessions to find out more about BAPPS and how you can become involved.

BAPPS Preconference

The Role of Extension in Addressing Adolescent Pregnancy, Parenting, and Sexuality Issues

Tuesday, 1:00-4:00 P.M., Cambridge Complex

Partnering with Community Schools for Positive Health Outcomes

Thursday, 1:30-3:00 P.M., Harborview Ballroom II

Engaging Communities to Improve Outcomes for Youth: Three Models for Building Capacity

Thursday, 1:30-3:00 P.M., Waterfront Ballroom II

BAPPS Workshops

Rethinking Unwed Pregnancy: Community Voices Framing the Issue

Wednesday, 10:30 A.M.-12:00 P.M.
Harborview Ballroom I

Teens Practice Diversity

Thursday, 10:30 A.M.-12:00 P.M., Tremont Room

Promoting Healthy Relationships: Dating Violence Prevention Among Native American and Hispanic Youth

Thursday, 1:30-3:00 P.M., Amphitheater

Creating Safe Spaces for All Youth: Working with Gay, Lesbian, Bisexual, Transgender, and Questioning Youth

Friday, 8:00-9:30 A.M., Dartmouth Room

BAPPS Program Showcase

The CYFAR 2005 Program Showcase will be held Thursday, May 26, from 3:30 to 5:30 P.M. Please plan to visit these special BAPPS exhibits:

- ***On the Margins of Public Education: The Experience of Young Women in Alternative High Schools***
- ***Helping the Hard to Reach Teen***

Interact Sessions

The Interact Sessions are organized round table discussions focused on a specific topic that has relevance to CYFAR programming. These sessions enable program staff and participants to share with, and learn from, their colleagues across the country. Facilitators keep the discussions focused and flowing.

Wednesday, 10:30 A.M.-12:00 P.M.
Congress Board Room

How CYFAR Programs Are Serving Military Families

Co-facilitators: Mona Johnson, Office of
Superintendent of Public Instruction, Washington
Kevin Wright, Washington State University

CYFAR projects are responding in many ways to the ever-changing needs of military families as they face the challenges of deployment and extended assignments. Community networks of support are bringing Extension and CYFAR resources to people facing the hardships that come with separation. Join in the discussion to share program strategies for serving military families. Bring questions and gather ideas from the CYFAR projects that are currently focusing on reaching out to military youth and families.

Wednesday, 3:30-5:00 P.M.
Congress Board Room

Collaborating with Other Youth Organizations

Facilitator: Robyn Caruso, University of California,
Davis

All youth-serving organizations deal with the same challenges and program issues as they strive to reach underserved audiences with effective programs. Join a round table discussion to explore common issues, successful strategies, and the benefits and challenges of collaborating with other organizations.

Thursday, 10:30 A.M.-12:00 P.M.
Congress Board Room

Comparing and Contrasting the Roles of Research and Evaluation in Youth Development

Facilitator: Roger Rennekamp, University of Kentucky

Evaluation of program impact serves as a useful tool for program staff as they plan and implement effective CYFAR programs. Evaluation strategies and reports also serve to provide rich data for research in the areas of youth development. Participants will engage in a discussion of the role of research and evaluation in youth development programs.

Thursday, 1:30-3:00 P.M.
Congress Board Room

Best Practices in Reaching Underserved Youth Audiences

Facilitator: Janet Beyer, University of Minnesota

From recruitment of participants to program implementation to celebrating successes, CYFAR projects have developed successful strategies for reaching underserved youth. What works? What are the challenges? Participants will share questions and ideas with others who have developed effective practices to move programs forward to serve those hardest to reach.

Thursday, 1:30-3:00 P.M.
Dartmouth Room

Use of Technology in CYFAR Programs

Facilitator: Carol Benesh, University of Nevada, Reno

No longer is it enough just to have a computer in the room where programs are held. CYFAR projects are implementing many exciting programs with technology as one of the key ingredients. A computer will be available in this session to allow participants to share innovative resources with others. Bring resources, questions, and ideas to a round table discussion on making the most of information technology.

Friday, 8:00-9:30 A.M.
Congress Board Room

Programming for Children of Offenders

Facilitator: Robert Wilkerson, University of Missouri

There are 2.5 million children in the United States with incarcerated parents and, for the first time ever, the number of female offenders has passed the number of male offenders in state and federal prisons. CYFAR programs are delivering valuable programs to the family members affected by incarceration. Participants will explore challenges and opportunities to collaborate with juvenile justice partners in an effort to respond to local needs of children of offenders.



Poster Sessions

Amphitheater Lobby, Mezzanine Level, Seaport World Trade Center

The CYFAR 2005 Poster Sessions are 90-minute interactive presentations that give participants time to explore current evaluation and research results and have in-depth discussions with colleagues.

Wednesday, 10:30 A.M.-12:00 P.M.

An Assessment of Perceptions and Experiences in Community-Based Youth-Adult Relationships

Kenneth R. Jones, University of Kentucky

This session presents findings from a study that used quantitative and qualitative methods to examine the perceptions and experiences of youth and adults engaged in various community-based youth-adult relationships. The poster presents perceptions and experiences of youth and adults who worked together on projects at the community level, and the critical elements that characterize various youth-adult relationships. (TEEN)

Children of Offenders Partnership Conference

Tammy Gillespie and Lynna Lawson, University of Missouri Extension

The Children of Offenders Partnership (CO-OP) conference, the first of its kind in Missouri, created a statewide forum for caregivers and service providers to discuss the issues and challenges children of offenders and their caregivers face. Scholarships were provided to care givers from throughout the state. More than half of the 155 conference participants were caregivers. (PARENT/FAMILY)

Community Collaboration in Rural After-School Programs

Tara Andrews and Sharla Sackman, Montana State University Extension

This session features a CYFAR project that encompasses the after-school programs in two eastern Montana counties. The projects are quite different: one is located in the school and the other is a community-based program that provides transportation to students. Both depend on many community collaborations to stay viable. (SCHOOL-AGE)

Improving Early Childhood Education in an At-Risk Community: The REACH Project

Avery Goldstein and Chantal Lamourelle-Sims, California State University, Long Beach

This session describes a project that is funded by several foundations. Project REACH (Readiness and Early Activities for Children from the Heart) targets the residents of a specific high-risk, low-income zip code in the city of Long Beach, California. This project is an attempt to strengthen the quality of child care; its ultimate goal is to improve early childhood education in seven child development centers in this community. (EARLY CHILDHOOD)

Parenting from Prison—Helping Incarcerated Parents Build Strong Families

Jackie L. Reilly and Penny Stoddard, University of Nevada Cooperative Extension

This session describes Evaluation of Parenting from Prison, a curriculum developed for parents of young children and adolescents. The curriculum focuses on communication and relationship building skills that can be done from a distance. Impact data, methodology, evaluation results, and activities used in class will be presented. Preliminary evaluation data indicate a gain in knowledge and positive impact on class participants. (PARENT/FAMILY)

\$ense & \$aving Workshop Helps Families Save Money and Energy

Annette Fitzgerald, University of Missouri Extension

Cindy Rains, White River Valley Electric Cooperative

\$ense & \$aving was developed in partnership with the University of Missouri Extension and White River Valley Electric Cooperative to address the need of low-income consumers to conserve energy and learn basic budgeting. The workshops were conducted at local county Community Action Agencies for 200 energy assistance participants in rural Missouri. Findings from participant evaluations indicated that a majority adopted financial management and energy conservation practices. (COMMUNITY)

Wings Community Programs: A Sustainability Workshop Case Study

Elizabeth McEwen and Lynne Feal-Staub, Wings Community Programs, Whitingham, Vt.
Debbie Fajans, University of Vermont Extension

The Wings Community Programs operates year-round programming in a rural Vermont school that has 100 elementary and 150 middle school students. This session describes the sustainability efforts that Wings executed in its first four years of operation from its Year 1 budget of \$110,000 (completely funded through federal 21st CCLC) to its Year 4 budget of \$145,000 (\$73,000 funded through state 21st CCLC). Participants then use tools to create a sustainability plan to meet the needs of their own programs. (SCHOOL-AGE)

Wednesday, 3:30-5:00 P.M.

After-School Health Education Incorporating Gardening Improves Youth Health Behaviors

Janice Hermann, Stephany Parker, Barbara Denney, Barbara Brown, and Youmasu Siewe, Oklahoma State University/Oklahoma Cooperative Extension

The Oklahoma Delaware County New Communities Project incorporated gardening into its after-school youth health education program. The garden has served as a unique method to involve youth in hands-on health education and attract partners. The after-school health education project incorporating gardening has resulted in significant improvements in the health, nutrition, and physical activity behaviors of the youth. (SCHOOL-AGE)

A Comparison of American Indian and Caucasian Parents in a Rural Home Visitation Program

Deborah L. Richardson, Oklahoma State University Cooperative Extension Service

This session will present results from a study that explored relationships in initial risk assessment, retention, and participation of American Indian and Caucasian parents in a rural home visitation program operated by Cooperative Extension. The analysis reflects retrospective data on 80 American Indian and Caucasian mothers enrolled during pregnancy or after the baby's birth. (PARENT/FAMILY)

Evaluating Complex, Multilevel Programs Like 4-H: Telling a Story About Program Involvement and Experience by Gender and Race

Brent Bolstrom and Mary Marczak, University of Minnesota

Using data to tell a story is often at the heart of program evaluation efforts. This session will use a patchwork process to tell a story about how 4-H is experienced by gender and race. Practical applications of both the process and the results will be discussed. Implications for program improvement will also be highlighted. (TEEN)

Spartan Success: A Successful 4-H Community Adventure

Heather Gooden and Doug Crouse, University of Delaware Cooperative Extension

Spartan Success is a community-based after-school program in the Lake Forest School District. Participants will learn how to plan, develop, and coordinate their own successful after-school community program. Presenters will describe both success and learning opportunities related to this program. Sustainability efforts and techniques and methods used in working with this group will be discussed. (SCHOOL-AGE)

A Teen's-Eye View of Communities

Richard Enfield and Marianne Bird, University of California Cooperative Extension

How do we learn about the lives of youth in communities and whether positive efforts are making a difference? A photographic survey was used to engage youth in documenting places, people, and activities important to them and supportive of youth. Using this survey as a model, this session explores how to design a similar instrument, gather information, and evaluate results. (TEEN)

Voz de la Familia . . . Voices of the Family

Debbie Purvis, Mailyn Perez, and Sharon Gibson, University of Georgia

Voz de la Familia . . . Voices of the Family reaches rural Latino families through local collaborative efforts with Ellenton Health Clinic, Migrant Head Start, and Colquitt County's 21st Century After-School Program. Successful programs in reaching families with information on basic life skills to include personal and family safety, indoor air quality, consumer financial literacy, nutrition and health, job skills, and helping children succeed in school will be described. (PARENT/FAMILY)



Thursday, 10:30 A.M.-12:00 P.M.

Better Ideas Form the Foundation of Better Programs

H. Wallace Goddard, University of Arkansas Cooperative Extension Service

Many very popular ideas about anger, self-esteem, happiness, honesty, communication, and relationships are mistaken. When our programs are based on well-intentioned but faulty ideas about human development and relationships, the programs will not be as effective as they could or should be. This session will provide the best new ideas in the areas of relationship with oneself, with a partner, and with children. (PARENT/FAMILY)

Camp, Culturally Speaking

Anne Manlove, Jeanne Brandt, Mario Magana, and Beverly Hobbs, Oregon State University

Three approaches to creating culturally responsive summer camps for Latino youth will be described. Latino and Anglo staff will share information and perspectives regarding the design of camp programs and the management issues involved, based on their personal experience. Topics include choosing a camp model, educational design, teen and adult staffing, funding, recruitment of youth, and evaluation. (SCHOOL-AGE)

Impact of Poverty on Learning

Richard Fleischer, Donna Patton, Kerri McCormick, and Allison Nichols, West Virginia University Extension Service

West Virginia University is offering a unique graduate course to enable teachers and other education professionals to address the socioeconomic and cultural barriers to learning. WVU Extension Service faculty developed and taught the course in 2004. The objective is to enhance the ability of teachers to nurture and develop impoverished students and communicate more effectively with their parents' caregivers. Ultimately, the goal is to help our at-risk students achieve their potential. Developed and implemented as a result of the West Virginia CYFAR project, the course provides useful information and a replicable model for program delivery to sustain community-based educational programs and institutionalize organizational changes supporting work with at-risk audiences. Classes combine interactive video conferencing, daily site-specific presentations, discussions, learning activities, and field trips. (COMMUNITY)

An Investment in the Children, Community, and Environment: A Program Evaluation

Jerry Culen, University of Florida

This poster describes the evaluation of an issue investigation/participatory action research program in a culturally diverse community. Quantitative and qualitative methods were used to evaluate this middle school issue investigation program and its effects on the community. Results indicate improved academic skills, critical thinking, environmental literacy, and community participation. The research monograph and program model are available for review. (SCHOOL-AGE)

Mission Is-Possible: Conquering the Challenge of Interdisciplinary Program Evaluation

Lydia B. Blalock and Linda Strieter, Rutgers University

Outcome measurement is critical for sustainability and challenging for interdisciplinary programs targeted at multiple audiences. One project successfully met this challenge by triangulating evaluation strategies for maximum effectiveness. Participants will: (1) understand use of triangulation to identify appropriate evaluation methods; (2) learn to use surveys to raise program awareness. (TEEN)

Use of a Stages of Change Model to Guide Evaluation Development

Melody Griffin, Thomas Smith, and Francesca Adler-Baeder, Auburn University

This session describes the use of Prochaska's Stages of Change Model to guide the evaluation of Phase II of the CYFAR project Beginning Education Early: Strengthening Rural Alabama Families (BEE). Phase II involves programs designed to help parents interact productively with community health services and develop effective co-parenting relationships. Prochaska's model aids in detecting subsequent movement toward behavioral/awareness change. (PARENT/FAMILY)

Thursday, 1:30-3:00 P.M.

Cyber Café: Developing a Community-Based Computer Lab

Lisa Dennis, Ingrid Holmes, and Edith Hull, University of Maryland Cooperative Extension

The Cyber-Café is a collaborative effort between the Somerset County Youth Educator and Family and Computer Science. This poster will explain the process used in developing the program and show how the project has become an essential part of the community. Participants will learn how to build their own computer learning center and assist in the planning and implementation necessary to maintain this type of Extension outreach tool. (COMMUNITY)

Experience 4-H in a Month-Long Summer Day Camp

Joey Peutz and Bridget Morrisroe-Aman, University of Idaho

This session will demonstrate how to integrate the 4-H club model in a month-long summer day camp. The focus will be on how to train staff, give youth a 4-H experience in a nonclub setting, and involve the community. (SCHOOL-AGE)

Food Purchasing Patterns of White and Latino Adolescents in the Massachusetts CFY Program: Formative Research for Tween POWER: Preventing Obesity through Wise Expenditures of Resources

Jean Anliker and Elena Carbone, University of Massachusetts

Twelve- to 14-year-old youth spend billions of dollars per year, mostly on food. This session will present results from the first study that examined amounts of money White and Latino adolescents personally spend on foods and beverages, what they choose and why. Participants will learn about the interactive learning experiences planned for the Tween POWER curriculum, and discuss ways Extension can help address the childhood obesity issue. (SCHOOL-AGE)

Integrating a Statewide Age-Paced Parenting Newsletter into the Extension System

Robert DelCampo, New Mexico State University

Diana Del Campo, Shelly Porter, and Libbie Plant, New Mexico Cooperative Extension Service

Baby's First Wish, a New Mexico Extension age-paced parenting newsletter, has been integrated into the system and sustained for 12 years for the following reasons: It is a useful product for clientele; county Extension agents and state administrators value the resource; the Communications Department takes ownership of the product; and the New Mexico Department of Vital Records sends an enrollment form with every birth certificate. (PARENT/FAMILY)

Juvenile Offenders and the Impact of Youth Court, Parent, and Peer Influence on Decision Making

Kate H. Mulkerrin and Rose V. Barnett, University of Florida

This session will examine juvenile offenders' perceived effectiveness of youth (teen) court. Participants were 189 (123 male and 63 female) offenders between the ages of 10 and 18 from Palm Beach County Youth Court. Participants completed the Youth Court Decision-Making Process Survey, which was designed to examine youth court effectiveness, as well as the influence of parents and peers on decision-making. (TEEN)

Research Finding about Extension from the PROSPER Project (Promoting School-Community-University Partnerships to Enhance Resilience)

Daniel F. Perkins, Penn State University

PROSPER (PROmoting School-community-university Partnerships to Enhance Resilience) is a collaborative model used to disseminate evidence-based prevention programs to enhance youth development as well as reduce youth problem behaviors such as substance use and violence. Two sub-studies within the large PROSPER research initiative will be presented because of their broad implications for the Extension system and Extension professional. (COMMUNITY)

A Tool Kit for Broadening the Bounds: Youth Leadership Through Civic Engagement

Elayne Dorsey, Innovation Center for Community and Youth Development

For at-risk youth in marginalized communities, civic engagement can be a strategy for leadership development. These youth, concerned about social injustices in their communities, have organized themselves to improve conditions for their constituents. Lessons from their work have been captured in the Learning and Leading Tool Kit, which contains strategies and resources for community mobilization and youth empowerment. (COMMUNITY)



Friday, 8:00-9:30 A.M.

Evaluation: A Tool for Sustaining Change

Roger Rennekamp, University of Kentucky Cooperative Extension Service/Innovation Center for Community and Youth Development

Youth Member, National Training Cadre, Innovation Center for Community and Youth Development

Many organizations are facing mounting pressure to demonstrate that their programs really do make a difference for young people at risk. Participants will learn about the Innovation Center's new evaluation tool kit, review the status of the evaluation and planning cycle, identify different evaluation tools, and learn how adults and youth at risk can implement the evaluation process together. (COMMUNITY)

Investigating Sustainability and Impact of a Participatory School-Based Health Program Using a Case Study Approach

Joshua Phelps, Stephany Parker, and Janice Hermann, Oklahoma State University

An evaluation goal for the Delaware New Communities Project is to document sustainability and impact of the program using a case study approach grounded in the socioecological model. The socioecological model was chosen to identify multiple levels of influence on health and health behavior among school-age youth. Results can be used as a framework for planning sustainable participatory school-based interventions. (SCHOOL-AGE)

Making a Difference for Rural Youth: Evaluation Findings from a CYFAR After-School Program

Bethany Letiecq and Sandra Bailey, Montana State University

This poster will present evaluation results of CYFAR after-school programs located in two rural communities. Based on reports provided by youth, teachers, and primary caregivers, pre- to post-test results revealed significant gains in youth competencies and life skill acquisition and significant decreases in youth behavior problems. Results indicate the salience of after-school programming for positive youth development. Implications will be discussed. (SCHOOL-AGE)

The Psychosocial Needs of Late Adolescents/Young Adults Who Are Coping with Parental Cancer

Kerri Ashurst, University of Kentucky

Research on the psychosocial needs of adolescents and young adults who are coping with parental cancer will be presented. Discussions will focus on how to apply this information to work with youth and families who are coping with terminal illness. Handouts containing practical information about applying this information to Extension work with at-risk audiences will be offered. (TEEN)

Qualitative Data Analysis: Tools of the Trade

Lydia Blalock, Rutgers University

This presentation will demonstrate an easy to understand, step-by-step process for performing qualitative data analysis. Correct use of the tools described can move outreach professionals beyond using qualitative data for merely telling stories or describing events to understanding why particular outcomes were (or were not) experienced by CYFAR program participants. (PARENT/FAMILY)



The Great Boston Fire of 1872 started on November 9. In two days it destroyed about 65 acres of city, 776 buildings, and much of the financial district, causing \$60 million in damage.

Wednesday

10:30 A.M.–12:00 P.M.

AMPHITHEATER

Special Session on eXtension: Tapping the Power of Cooperative Extension

Dan Cotton, University of Nebraska
Kevin Gamble, North Carolina State University
Carla Craycraft and Craig Wood, University of Kentucky

eXtension, an initiative of the Cooperative Extension System, is on the threshold of a profound transformation redefining how it organizes and distributes its most treasured resource: practical knowledge and educational programming supported by peer-reviewed science. Participants will learn how eXtension can be an effective resource for supporting community-based programming with access to objective, science-based content and communication services for the customer. (COMMUNITY)

BEACON HILL COMPLEX

Operation Head, Heart, Hands, and Health

Kelly Oram and Kelly Sherman, Cornell Cooperative Extension, Jefferson County
This workshop will outline key steps for staff involved with military communities to (1) strengthen the military 4-H partnership; (2) provide high-quality, consistent youth development programming for military youth ages 5 to 19 by involving them in the 4-H club setting; and (3) afford professional development opportunities for CYS staff, 4-H staff, and volunteers. (SCHOOL-AGE)

CAMBRIDGE COMPLEX

Diversity Leadership: Healing and Dealing

Tanya Cruz Teller and John Bell, YouthBuild USA
Diversity challenges abound. We all want to be more confident and skilled in handling them. Join colleagues in expanding diversity practice to build a more welcoming, proactive, and powerful program. Participants will learn tools and processes for approaching diversity work both personally and professionally; become familiar with frameworks for identifying the subtle perpetuation of oppression and how to dismantle it; receive coaching; and walk away with a diversity action plan. (COMMUNITY)

CITYVIEW BALLROOM I

Making Every Minute Count in Your Youth Development Program

Daniel F. Perkins, Pennsylvania State University
Lynne Borden, University of Arizona
This session will describe critical elements needed for a youth development program. The information for this session is an integration of Dr. Kress's (2004) Positive Youth Development Conceptual Frameworks model and findings from the most current research on best practices for fostering positive developmental settings for youth. (TEEN)

CITYVIEW BALLROOM II

What Works and What Does Not in Parent Education

Karen DeBord and Lisa Shannon, North Carolina State University
Parenting education has grown in demand and value across the nation among policymakers, judges, and others who realize that parenting education is a valued service. This workshop will discuss recent literature about parenting education including what research reveals about what works and what does not work. The workshop will also outline evaluation tips and resources available for parent educators. (PARENT/FAMILY)



Workshops Wednesday 10:30 A.M.-12:00 P.M. (continued)

DARTMOUTH ROOM

I Stress, You Stress, We ALL Need to De-Stress

Lydia Blalock, Rutgers University

Everyone needs stress. Stress kills. Teens don't know what stress is. Teens should be taught coping skills. Stress is unavoidable. Real men don't get stressed. Participants will discover the truth about stress, then learn and practice coping techniques in this entertaining workshop for teens, adults, and adults who work with teens. The life you save could be your own! (TEEN)

HARBORSIDE ROOM

Culturally Responsive Practice in Latino Youth Programs

Beverly Hobbs, Oregon State University

Participants will explore the rationale for differences in Latino 4-H programming based on knowledge of cultural characteristics, research on working with Latino audiences, and the eight features of positive youth development settings identified by the National Academies. Small group activity and lecture will be used to help participants entertain new ways of doing and understand their relationship to traditional 4-H practice. (SCHOOL-AGE)

HARBORVIEW BALLROOM I

Rethinking Unwed Pregnancy: Community Voices Framing the Issue

BAPPS

Kathleen S. Tajeu, Alabama Cooperative Extension System-Auburn University

Participants will hear findings from interviews with Latina/o and African American adolescents, young and mature adults, and men and women in three Alabama counties. Respondents discussed perceived contributors to unwed pregnancy, attitudes toward sexual activity and pregnancy outside of marriage, contraceptive decision-making, and recommended community responses. Workshop participants will discuss implications for Extension adolescent, family, and community programs and future action research. (TEEN)

HARBORVIEW BALLROOM II

What Have We Learned from Joining Forces through 4-H Military Partnerships? Successes, Challenges, and Creative Solutions

Theresa Ferrari, Ohio State University

Lisa Lauxman, University of Arizona

Panel of military and 4-H partnership members

4-H military partnerships are active across the country. This session will feature a panel discussion with 4-H military partnership members from different states, representing both 4-H and military staff. Panel members will address successes, challenges, and creative solutions and the resulting lessons learned from their involvement. In addition, facilitators will share the results of a survey of 4-H military partnerships. (SCHOOL-AGE)

NORTH END COMPLEX

Maintaining Professional Boundaries When Working with At-Risk Audiences

Alayne Toretta, Rutgers Cooperative Extension, Warren County

To be most effective in making positive, healthy changes with at-risk clientele, education professionals must remember to maintain and reinforce healthy boundaries. This workshop outlines professional boundaries as well as what to do if unhealthy client boundaries are recognized. Unhealthy boundaries can create many problems for the professional, including decreased job satisfaction, health issues, and increased frustrations of not being effective. (COMMUNITY)

Workshops Wednesday 10:30 A.M.-12:00 P.M. (continued)

SEAPORT HOTEL PLAZA BALLROOM A

Feeding Their Bodies, Feeding Their Minds: A Comprehensive Approach for Rural Low-Income Families

Shirley A. Mietlicki and Gretchen May, University of Massachusetts Extension
Sheila Mammen, University of Massachusetts

Rural Families Speak, a USDA longitudinal study, revealed that food insecurity is a major issue for poor, rural Massachusetts families. Families skip meals and go hungry. In this session, differences between food secure and food-insecure families will be described. A comprehensive model for enabling the food-insecure families to become more food secure will be described. (PARENT/FAMILY)

SEAPORT HOTEL PLAZA BALLROOM B

Hands-on Health: Using a Developmentally Appropriate Health and Safety Curriculum with Preschoolers, Caregivers, and Parents

Diane W. Bales, Sharon Gibson, and Debbie Purvis, Cooperative Extension Service, University of Georgia

Teaching young children safe, healthy habits reduces the risk of unintentional injury and promotes good health through the life span. This workshop highlights a developmentally appropriate preschool health and safety curriculum that includes hands-on activities in all areas of the early childhood program, including examples of activities. Collaborators will explain how the curriculum was used with Spanish-speaking mothers and children. (EARLY CHILDHOOD)

SEAPORT HOTEL PLAZA BALLROOM C

Stories, Musing, Advice, and Wishes: Voices of Parents and Youth Advocates from Diverse Communities

Mary Marczak, Lucia Orcutt, and Arthur Brown, University of Minnesota

Interviews with 14 youth advocates and parents from 11 countries and several minority cultures from within the United States will be analyzed to better understand culturally authentic programming for young people. The interviews tackled such issues as culture and expectations for children, parent involvement, and expectations for youth programs in their communities. Results will be presented, focusing specifically on implications for programming in diverse communities. (COMMUNITY)

WATERFRONT BALLROOM I

Working to Improve Youth Fitness: Circuit Training for School-Age Children

Amanda Smith, Janice Hermann, and Stephany Parker, Oklahoma State University

Circuit training is an excellent way to combine cardiovascular and strength training. Youth who participate in circuit training develop positive fitness habits. Youth who choose not to participate in athletics may find circuit training enjoyable because it doesn't require a high level of coordination or athletic ability and they aren't required to compete or perform at high skill levels in front of their peers. (SCHOOL-AGE)

WATERFRONT BALLROOM II

Working with Teens: A National Study of Staff Characteristics and Promotion of Youth Development

Eric Killian, Bill Evans, and Joyce Letner, University of Nevada, Reno

This national study was developed to identify the characteristics of people who work directly with youth in non-school time programs. Competency ratings of Extension youth workers will be highlighted. Implications for staff competency development, retention of quality staff, professional development of the field, and future research will be discussed. (TEEN)



Workshops Wednesday 10:30 A.M.-12:00 P.M. (continued)

WATERFRONT
BALLROOM III

Mississippi, Last No More: Nurturing Quality Child Care

Louise E. Davis and Angel Fason, Mississippi State University Extension Service
Laurie Todd, Mississippi State University Early Childhood Institute

This session will demonstrate how collaborative efforts can unite in the common cause of providing educational care and educational environments of the highest quality for all young children. Participants will gain an understanding of how Mississippi has responded to the challenge of improving the quality of child care. They also will be provided with information about ways to implement technology as a form of technical assistance. Participants will engage in a discussion about how this collaborative program model can be used in making decisions related to the care and education of all young children. (EARLY CHILDHOOD)

3:30–5:00 P.M.

AMPHITHEATER

Community Readiness: See It, Say It, Do It!

Jan Carroll and Cheryl Asmus, Colorado State University Cooperative Extension
Tommy Covington and Gale Miller, Colorado State University Cooperative Extension, Fremont County
Jean Justice and Kate Langworthy, Colorado State University Cooperative Extension, Bent, Crowley and Otero Counties

Knowing when and where your program of choice will get results depends on matching the intervention to a community's level of readiness. Participatory demonstration will help you use tools of the Community Readiness Model to measure readiness and develop stage-appropriate strategies, challenging enough to move a community forward and yet not so ambitious as to be likely to fail. (COMMUNITY)

BEACON HILL COMPLEX

Crazy 'bout Those Critters: Character Education for Preschoolers

Rebecca White, LSU AgCenter Cooperative Extension Service
Elma Sue McCallum, LSU AgCenter

Character education can begin early for young children. Come learn how to implement the popular Character Critters Program. Created for Head Start, Character Critters is appropriate for most preschool environments. Over the past five years this program has been institutionalized and sustained in Louisiana, reaching young children and their parents. Information about program resources, marketing, and implementation will be shared. (EARLY CHILDHOOD)

CAMBRIDGE COMPLEX

Refocusing the Spotlight—Youth as Trainers and Educators of Social Change

Margaret Libby and Maureen Sedonaen, Youth Leadership Institute

How do we capture and showcase the expertise and insight of young people in our programs, agencies, and organizations? Participants will learn about the specific structures, activities, methods, and lessons learned from the development and operation of a statewide youth training team. Concrete, tangible, and hands-on examples of youth mastering their own training and facilitation skills will be included. (TEEN)

Workshops Wednesday 3:30-5:00 P.M. (continued)

DARTMOUTH ROOM

A Checklist for Successful Community Collaborations

Linda Strieter and Lydia Blalock, Rutgers University
Youth Partners, Seeds to Success Youth Farmstand Project

Seeds to Success, a youth farmstand project, is a study in successful collaborations. The program unites faculty and staff, three communities, and more than 60 agencies and organizations to provide workplace readiness training and hands-on experience to special needs at-risk youth. Participants will learn about the collaboration process and will be introduced to a "checklist for successful community collaborations."
(COMMUNITY)

NORTH END COMPLEX

We Protect . . . Youth, Volunteers, and Staff

Vickie L. Greve and Lisa Kaslon, University of Nebraska Cooperative Extension
Youth are not the only ones who need a safe environment in which to learn and grow. Staff and volunteers also need the opportunity to interact with youth and teach in a safe environment. This workshop will describe how Nebraska has used technology to train and certify volunteers and staff in youth protection issues. (SCHOOL-AGE)

SEAPORT HOTEL PLAZA BALLROOM A

Brain Basics . . . and Beyond!

Gretchen May, UMass Extension Communities, Families and Youth Program
Recent research on brain development tells us much about how we learn and what influences that learning. This workshop will incorporate that information into work with at-risk audiences. Participants will learn how the brain functions, how to build a "brain-friendly" environment, how to keep children engaged, and practice hands-on activities to use later. (SCHOOL-AGE)

SEAPORT HOTEL PLAZA BALLROOM B

Building eXtension "Communities of Practice"

Dan Cotton, University of Nebraska
Kevin Gamble, North Carolina State University
Carla Craycraft and Craig Wood, University of Kentucky

eXtension is about "Communities of Practice" successfully serving the needs of clientele. Participants will learn how CYFERnet can support effective "communities of practice," how faculty and staff can work in virtual teams, deliver information and educational programming in various formats, build upon the strength of the land-grant system while maintaining a local focus. Find out how to get involved. (COMMUNITY)

SEAPORT HOTEL PLAZA BALLROOM C

Sustaining Programs and Supporting Families: A Training Program for Human Services Professionals

Lydia I. Marek and Jay A. Mancini, Virginia Tech

This training is intended to focus community-based program personnel on issues that are relevant to sustaining their programs over the long term. It will be an opportunity for them to be intentional when approaching the issue of sustainability. This training program is the result of long-term, systematic research into the sustainability of over 100 community-based projects. The training is organized around the major factors that the research revealed and focuses in detail on elements of those factors. All participants will leave with a sustainability plan for action. (COMMUNITY)



Workshops Wednesday 3:30-5:00 P.M. (continued)

SKYLINE ROOM

PBS Series Country Boys Explores At-Risk Youth

Susan Latton, The Independent Television Service, Community Connections Project
T. J. Delahanty, University of Kentucky 4-H Youth Development
Jennifer Maconochie, Strategic Planning and Resource Development Boston
Police Department

Jim Mahalik, Boston College, Department of Education, Counseling, and Psychology

Country Boys is an inspirational coming-of-age story from David Sutherland Productions, about two boys from Appalachia, that will air on PBS/Frontline in fall 2005. The film documents the boys' three-year struggle to overcome family dysfunction and poverty to complete their education and forge their own path. Participants will learn how to team with ITVS and their public television station using this film to build public awareness and action for at-risk youth in their community. (TEEN)

WATERFRONT BALLROOM I

Creating Youth-Centered Programming: Lessons Learned for the Hip Hop Boot Camp

Paige Hess-Hill, West Virginia State University

4-H is looking for new audiences among urban and minority teens. To reach this audience, we must develop innovative programming. West Virginia State University Extension has addressed this need with a nontraditional summer camp, Hip Hop Boot Camp. Camp creator, extension agent Paige Hill, will lead participants through the steps necessary to begin a successful youth-centered program, with or without Hip Hop. (SCHOOL-AGE)

WATERFRONT BALLROOM II

A Parenting Journey

H. Wallace Goddard and Steven A. Dennis, University of Arkansas Cooperative
Extension Service

New challenges in parenting education call for creative solutions. The Parenting Journey together with the Parent Self-Assessment and Family Life curriculum are just such a solution. The Parenting Journey summarizes the key elements of parenting in only 1,000 words and, with the supporting resources, provides practical, fun, affordable, and engaging helps for parents. (PARENT/FAMILY)

WATERFRONT BALLROOM III

Workforce Prep at Adventure Central: A Holistic Approach

Graham Cochran and Nate Arnett, Ohio State University Extension-Adventure
Central

Marcus Johnson, Erica Stone, Kiera Wheeler, and Sierra Mayho, Adventure
Central Participants

Adventure Central is an urban youth education center where workforce prep is a focus from participation in 4-H programming with an emphasis on preparing youth for the world of work to hands-on, paid experiences. A team of teen and adult presenters will discuss their successful approach including program plans and community partnerships and give participants a chance to share. (TEEN)

Thursday

10:30 A.M.–12:00 P.M.

AMPHITHEATER

Using the Logic Model to Develop Evaluation Research Design and Measures

Scott Meyer, Plymouth State University
Stephanie Halter, University of New Hampshire
Lisa Townson, Dan Reidy, Penny Turner, and Rick Alleva, University of New Hampshire Cooperative Extension

Use of the logic model has enhanced program development planning capacity for Cooperative Extension projects. This workshop will highlight how Logic Model charts can be used to inform program evaluators to conceptualize outcome measures. The process of collapsing logic model project outcome objectives into clear and concise categories for developing research design and measurement selection will be critically examined. (SCHOOL-AGE)

BEACON HILL COMPLEX

Get into It! Tales of a Documentary on Media Literacy

Paula Gregory and Deborah Whitaker-Duncklee, University of New Hampshire Cooperative Extension

Panelists:

Justin Scarelli, University of New Hampshire
Danielle Scott, Americorps/Vista
Brandon McIlvene, Tom Ellsworth, and Samantha Gildea, Hillsboro-Deering High School
Karen Blass, University of New Hampshire Cooperative Extension

In the entertainment industry, media literacy is often considered censorship. For a New Hampshire screenwriters' group, that wasn't the case. Their ideas generated something special at the Project Genesis Teen Center. "Get into it!" became the phrase describing the energy, creativity, and empowerment as youth filmed and produced the documentary *Rated PG: A Parody of Sex and Violence in Contemporary Media*. (TEEN)

CAMBRIDGE COMPLEX

Why Youth Work Matters!

Cecilia Gran, Molly Johnston, and Elee Wood, University of Minnesota

The MN Youth Work Institute creates and supports community-based education and training and offers high-quality, diverse learning experiences to enhance the practice of adults who work with young people. We bring together the latest research and link it with community needs and professional practice. Come and sample our popular Foundations course Youth Work Matters. This course, offered in 24, 8, and 3-hour workshops, explores healthy youth development and promotes authentic youth and adult partnerships to create positive community change. Participants will learn how the institute organizes and works with community design teams to create and teach classes for professionals and volunteer leaders. These classes focus on how best to work with and nurture the positive youth development of youth from new immigrant and diverse cultures. (COMMUNITY)



Workshops Thursday 10:30 A.M.-12:00 P.M. (continued)

CITYVIEW BALLROOM I

Is the Internet an Effective Means of Teaching Food Safety to High-Risk Students?

Janet S. Kurzynske, University of Kentucky
Ellen Shanley, Colleen Thompson, and Amber Courville, University of Connecticut
Merrilyn Cummings, New Mexico State University

The Centers for Disease Control consider food-borne diseases a major health risk in the United States. This project targets Hispanic, Appalachian, African American, and Native American children and engages them in the learning process through a computer game to teach food safety. Results of the study will be discussed. Participants will have an opportunity to play the computer game. (SCHOOL-AGE)

CITYVIEW BALLROOM II

Documenting Your After-School Program

Lynne M. Borden, University of Arizona
Daniel F. Perkins, Pennsylvania State University

This session will provide strategies for program staff to improve their after-school programs by learning how to assess the critical features of a positive developmental setting. It will also provide an overview of how these measures have been used in the evaluation of the Engaging Youth Serving Communities initiative. Participants will gain an understanding of how to employ measures for developing, managing, and evaluating an after-school program. (TEEN)

DARTMOUTH ROOM

Improving FSNEP Program Efficacy through Participatory Action Research

Stephanie Grutzmacher and Bonnie Braun, University of Maryland

The Maryland Food Stamp Nutrition Education Program (FSNEP) evaluation project uses a participatory action research model to engage educators in conducting evaluation and incorporating results through reflection on practice. Integrating research with practice allows the use of evaluation data to revise and inform program design and delivery. The continued improvement of the program underscores the need for research-based community intervention programs to meet the needs of at-risk communities. (PARENT/FAMILY)

HARBORSIDE ROOM

Building Dynamic Groups—A Web Source Ready for You

Nancy Stehulak and Barb Brahm, Ohio State University Extension
Beth Flynn, Ohio State University Leadership Center

Building Dynamic Groups is a web resource designed to help enhance meeting effectiveness and group outcomes. Participants will find this group of experiential activities available on the web complete with printed procedures and guidelines. The workshop will help participants to build a group to work at a more dynamic level. (COMMUNITY)

HARBORVIEW BALLROOM I

Developing a Community Prevention Plan: The Army Family Advocacy Program Prevention Guide

Marney Thomas and Cynthia Enroth, Cornell University
Carla Cary, U.S. Army Family Advocacy Program, Community and Family Support Center

Learn how to construct a customized prevention plan using community profiles, risk analysis, evidence-based programs and specific evaluation strategies. A CD tutorial that guides Army family advocacy staff through the process of developing a comprehensive family violence prevention plan will be demonstrated. Many sections of the process can be adapted in whole or part to any civilian prevention planning activity. (COMMUNITY)

Workshops Thursday 10:30 A.M.-12:00 P.M. (continued)

HARBORVIEW BALLROOM II

Visual Arts Energizing After-School Programs

Maureen Toomey, University of Idaho
Carol Benesh, University of Nevada, Reno

This workshop will focus on defining visual art, the research behind the creative art process, the myths of doing arts and crafts, the value of incorporating visual arts into after-school programming, and how to assist children in critiquing their art. Teaching resources and strategies will be described, and participants will practice critiquing artwork. (SCHOOL-AGE)

NORTH END COMPLEX

Helping Preschoolers Grow and Live Healthier

Stephanie Chan Lee and Lucrecia Farfan-Ramirez, University of California
Cooperative Extension, Alameda County

Children's health and weight continue to be leading issues in childhood obesity and certain chronic diseases, placing emphasis on the need for effective nutrition and physical activity promotion. Early childhood educators and administrators are important, influencing and shaping children's nutrition and physical activity behavior. The Nutrition Matters! curriculum for early childhood provides age-appropriate educational activities that focus on nutrition and physical activity while using gardening as a laboratory for experiential learning to reinforce nutrition concepts and make the fruit and vegetable concepts more concrete for children. (EARLY CHILDHOOD)

SEAPORT HOTEL PLAZA BALLROOM A

Using Technology in Community Programs

Floyd Davenport and Jeanne Wiebke, Iowa State University

Come and share your experiences and successes in using information technology and learn how other CYFAR programs are using technology. This workshop is for state and program staff interested in using technology in their community programs. We will plan future technology training events, discuss the use of technology, and cover the results of our community technology assessment.

SEAPORT HOTEL PLAZA BALLROOM B

Take Center Stage with Imagination in Action—A 4-H Theatre Arts Curriculum

Cheryl Varnadoe, University of Georgia
Kathleen Jamison, Virginia Tech
Ellen Williams, Rutgers University

In the past decade, there has been a reduction in drama/theatre instruction in public elementary and secondary schools. In contrast, art degrees are making a dramatic comeback in 2005 with universities reporting a 22 percent increase in undergraduate applications (Careerone.com, 2004). Teens who learn through the performing arts experience increased achievement motivation, exhibit better reading skills, and increase their oral and writing skills. The 4H CCS produced a four-volume series: *Play the Role*, *Become a Puppeteer*, *Set the Stage*, and *Helper's Guide*. This interactive workshop will put participants in center stage to experience lessons from this exciting curriculum. (TEEN)



Workshops Thursday 10:30 A.M.-12:00 P.M. (continued)

SEAPORT HOTEL PLAZA
BALLROOM C

Supporting Military Families Where They Live

Sharon Gibson, Mandy Marable, and Peggy Bledsoe, University of Georgia
Families are the foundation of America's defense. It was once believed that "if the military had wanted you to have a family it would have issued you one," but today's military belief is that the military recruits members but retains families. This workshop will describe efforts by the Georgia Cooperative Extension Service in addressing the needs of military families. (PARENT/FAMILY)

TREMONT ROOM

Teens Practice Diversity

Ann Brosnahan and Carol Green-Lingbaoan, University of California
Cooperative Extension
This workshop will showcase the recently published UCCE curriculum "In a World of Difference: Teens Creating Welcoming Communities." Through interactive activities, teens learn how to explore together sensitive, complicated human issues in a safe environment. Teens build essential collaborative skills within the context of a shared U.S. cultural identity. (TEEN)

WATERFRONT
BALLROOM I

Interested in Strengthening Your Ongoing Program?

Loretta Singletary and Marilyn Smith, University of Nevada Cooperative
Extension
Challenging staff to systematically evaluate and improve ongoing programs can have big payoffs. Staff members remain enthusiastic about their programs, and families receive the quality programs they need. This workshop will focus on Features of Quality Youth Development, a framework created by the Committee on Community-Level Programs for Youth (Eccles and Gootman, 2002). Examples of how this framework can be used to conduct a formative evaluation of a youth development program will be discussed, including how to use evaluation results to strengthen on-going programs. Participants will have an opportunity to review evaluation instruments and methods and begin designing their own instruments to use in strengthening programs at home. (PARENT/FAMILY)

WATERFRONT
BALLROOM II

Building Blocks for Authentic Youth Engagement and Decision Making

Shelley Murdock, Carole MacNeil, and Carole Paterson, University of California
Cooperative Extension
The building blocks of a successful youth in governance project will be shared in this highly interactive workshop. Participants will learn how skill development in meeting facilitation, youth-adult partnerships, and all facets of conducting community forums, contribute to success. They will acquire tools for developing their own programs along with a deeper understanding of youth in governance and how it supports positive youth development. (TEEN)

Workshops Thursday 10:30 A.M.-12:00 P.M. (continued)

WATERFRONT
BALLROOM III

The Best Care: A Model Child Care Training Program

Traci A. Johnston, Sherry Roe, and Lindsey Underwood, University of Arkansas
Division of Agriculture Cooperative Extension

Quality training is essential for reducing risk and improving quality for children in child care programs. In partnership with the Arkansas Department of Human Services, the University of Arkansas Division of Agriculture Cooperative Extension Service provides three flexible and assessable options for receiving child care provider training. The programs are The Best Care, Best Care Connected, and Guiding Children Successfully. (EARLY CHILDHOOD)

1:30-3:00 P.M.

AMPHITHEATER

Promoting Healthy Relationships: Dating Violence Prevention Among Native American and Hispanic Youth

Ruth Carter, University of Arizona Maricopa County Cooperative Extension
Kimberly Gressley and Becki Hester, University of Arizona Pinal County
Cooperative Extension

Donna J. Peterson and Lucinda S. Richmond, University of Arizona Norton
School of Family and Consumer Sciences

Esther Peterson and Vanya Szabo, University of Arizona Navajo County
Cooperative Extension

Katie Proctor, Beth Tucker, and Barb White, University of Arizona Coconino
County Cooperative Extension

Nina Sabori-Bendle, San Carlos Wellness Center

The Promoting Healthy Relationships Project addresses dating violence among minority youth in Arizona through a dating violence prevention curriculum delivered in the context of a positive youth development program. Unique structure and delivery modes are used in each community to enhance cultural relevance. This workshop will highlight similarities and variations across four sites and share factors that contribute to sustainability. (TEEN)

BEACON HILL COMPLEX

Inspiring Systems Change Using Simulation Workshops for Agencies: Kinder, Effective Services for Grandparents Raising Grandchildren

Beth Knisely Tucker, Michele Lytle, and Katie Proctor, University of Arizona,
Coconino Extension

The presenters we will describe how and what they learned from developing a simulation workshop as a process to systems change. This simulation helped agencies respond to the needs of grandparents raising grandchildren. This workshop will provide a glimpse into agencies' responses to becoming a pseudo grandparent family. Resources will be provided to replicate a simulation including family scenarios, facilities, procedures, and evaluation materials. (PARENT/FAMILY)

CAMBRIDGE COMPLEX

Youth Action: Development and Prevention in Rural Communities

William McMaster and Ellen Rowe, University of Vermont
Betsy Choquette, Newport After School Program

This interactive session is designed to teach participants how to enable leaders, decision makers, and residents (it is vital that youth be a part of each category) in a small community face the future. It will assist leaders to analyze the community, think about alternatives, and plan an action strategy for community youth development and prevention. (COMMUNITY)



Workshops Thursday 1:30-3:00 P.M. (continued)

CITYVIEW BALLROOM I

Assessing and Improving Youth Programs: The Youth and Adult Leaders for Program Excellence Resource Kit

Shep Zeldin and Linda Camino, University of Wisconsin, Madison
Jane Powers, Cornell University, Family Life Development Center

Learn about a new resource kit designed to improve program quality and maximize youth participation in planning and decision-making. Youth/adult leadership teams are trained to conduct organizational self-assessment that leads to action planning. Participants will learn to implement the evaluation process, including collecting data, analyzing and interpreting findings, sharing results, developing presentations for action planning, and writing reports. (TEEN)

CITYVIEW BALLROOM II

Urban Youth Learn

Jennifer A. Skuza and Nickyia Cogshell, University of Minnesota

Urban Youth Learn is a delivery system composed of training and technical support that aims to help program leaders create, strengthen, and advance urban youth programs. Participants in this session will: (1) discuss the objectives and rationale for Urban Youth Learn; (2) understand key program components: workshops, technical support, curricula, and evaluation; (3) identify impact, and (4) discuss application and replication. (SCHOOL-AGE)

HARBORSIDE ROOM

So You Have a Message: Now What?

Eugenia Hanlon and Jeanne Warning, Iowa State University Extension

When research identified problems with the quality of child care in Iowa, Extension and its partners developed a three-phase approach to the issue: awareness, education, and public deliberation. This process has substantial potential for CYFAR projects seeking to promote community change. The presenters will describe Iowa's effort, then guide participants through the first steps in addressing their own local issues. (COMMUNITY)

HARBORVIEW BALLROOM I

The Involvement and Interaction Rating Scale: A Tool for Assessing Youth-Adult Partnerships

Kenneth R. Jones, University of Kentucky

This interactive workshop will introduce the Involvement and Interaction Rating Scale, a measurement tool that assesses perceptions and relationship experiences of youth and adult partners engaged in community affairs. The presenter will demonstrate how the rating scale can help identify strengths and weaknesses of youth-adult groups, evaluate levels of youth-adult involvement and interaction, and recognize characteristics of positive youth-adult relationships. (TEEN)

HARBORVIEW BALLROOM II

Partnering with Community Schools for Positive Health Outcomes

BAPPS

Jeffrey Franklin, University of Illinois Extension

Helping youth avoid health risks takes a coordinated effort by multiple community partners. This workshop will demonstrate how Extension, school districts, and community health care agencies built and sustained a comprehensive model that can help youth learn skills and practice behaviors to live healthier lives, help districts improve school attendance, improve the learning environment, and have a positive impact on families and communities. (SCHOOL-AGE)

Workshops Thursday 1:30-3:00 P.M. (continued)

NORTH END COMPLEX

Enhancing the Quality of Care in Early Childhood and After School: An Innovative Model of Support to Relative Caregivers

Susan K. Walker, University of Maryland, College Park
Svetlana Karuskina-Drivdale, Harvard School of Education

The need for quality early care and education environments is critical for children's school readiness. For a variety of reasons, many children are cared for primarily by relatives and friends. This session will present a model of support and training for relative caregivers, building on best practices and blending concepts and practice from family care giving, and parent education. (EARLY CHILDHOOD)

SEAPORT HOTEL PLAZA BALLROOM A

Expanding 4-H Reach through After School: Lessons Learned through Mentorship

Elaine Johannnes, Kansas State University
Jennifer Wilson, K-State Research and Extension, Riley County

4-H has successfully moved to after-school programming in several communities across Kansas, but there is demand to conduct 4-H after-school programming across the state. With a grant from National 4-H Council and J.C. Penney, K-State 4-H Youth Development implemented an eight-county mentorship/professional development project that helped to expand 4-H to community after-school settings. This session will feature the lessons learned through mentorship experience and how mentorship supports sustained professional development. (SCHOOL-AGE)

SEAPORT HOTEL PLAZA BALLROOM B

Creating Opportunity Out of Challenge: Using Integrative Thinking to Address 21st-Century Issues

Patsy A. Ezell and Anne R. Sortor, University of Tennessee Extension

Facing emerging challenges in a changing world is an ongoing process for people working in family and youth educational programs. However, the approach taken in addressing new challenges ultimately determines the success or failure of these programs. This workshop will explore strategies for creating opportunity out of challenge by using an integrative, holistic approach to finding the "best right answers" to use in designing and implementing 21st-century educational programs for a changing world. (COMMUNITY)

SEAPORT HOTEL PLAZA BALLROOM C

Tools for Group Management and Discipline: A Teacher's Perspective

Melissa Greenwood and University of Vermont Extension Service

Schools have established policies, procedures, and programs and trained staff to help children with behavioral and emotional problems. After-school programs must deal with these problems as well. The staff of these programs would be wise to establish policies, procedures, and programs that are consistent with those implemented in the local schools. The presenters will offer nonteachers some insight into these policies, procedures, and programs. (SCHOOL-AGE)

SKYLINE ROOM

Coming Together: Race in Wisconsin

Jean Berger, Sally Bowers, and Pahoua Thao, University of Wisconsin Extension

The Coming Together curriculum was designed to explore and disable the prejudices and assumptions we make about diverse members of our communities. It is an experience-based workshop meant to challenge preconceptions and develop strategies for Coming Together to appreciate the rich contributions of those who are different from us. (TEEN)



Workshops Thursday 1:30-3:00 P.M. (continued)

WATERFRONT BALLROOM I

Narrowing the Digital Divide in the Community: A Constructivist Approach to Integrate Monolingual Spanish-Speaking Families into Technology

Pedro Cid-Aguero, University of Connecticut
Angela M. Arrey-Wastavino, Quinnipiac University

Participants will learn about a novel classroom strategy to address both the development of computer skills and language transition among Limited English Proficient (LEP) adult students. This methodology can be applied in different settings (community-based or continuing education programs). This lifelong learning experience was developed to improve the conditions and quality of LEP students' immediate environment. (PARENT/FAMILY)

WATERFRONT BALLROOM II

Engaging Communities to Improve Outcomes for Youth: Three Models for Building Capacity

Karla Kelley, Roslyn Taylor, and Cheryl Geitner, University of Illinois Extension
The Illinois State Strengthening (STST) project has served as a support and technical assistance mechanism for three different models of community-based initiatives designed to improve outcomes for youth, their families, and their communities. These ongoing models demonstrate how the integration of CYFAR and Extension resources help build sustainability and contribute to the expansion of community programs for at-risk audiences. (COMMUNITY)

WATERFRONT BALLROOM III

Food Safety Concepts Transformed: Uniting Print and Web Design Principles

Lynne Ivers Thompson and Rita Brennan Olson, University of Massachusetts, UMass Extension

Ever wondered how to go about turning a print-based food safety curriculum into an effective online learning experience? This interactive workshop will give participants an opportunity to experience how the visions of an Extension food safety specialist, a graphic designer, and web architect coalesce to create a dynamic interactive educational opportunity for online learners. Through this step-by-step illustrated case study participants will see how food safety concepts are transformed through graphic design principles and user-centered web site applications. (EARLY CHILDHOOD)

Boston played a key role in the American Revolutionary War. Some famous occurrences in history were the Boston Massacre (1770), the Boston Tea Party (1773), the Battle of Bunker Hill (1775), and the famous midnight ride of Paul Revere (1775).

Other interesting facts in Boston history:

- In 1830 cows were prohibited from grazing on Boston Commons
- After the war, the city became the world's wealthiest international trading port
- The Boston Molasses Disaster occurred on January 15, 1919, causing Boston Harbor to run brown until summer.



Friday

8:00–9:30 A.M.

AMPHITHEATER

Creating Latitude, Longitude, and Altitude for Your Program through GPS: Great Parent Support

Kimberly Jones, LSU AgCenter
Kori Myers, LSU AgCenter and Terrebonne Parish School System
Brenda Bergeron, Terrebonne Parish School System
Janet Fox and Debbie Hurlbert, LSU AgCenter 4-H Youth Development

Parents say they want to be more involved in their child's education than were their own parents. At the same time, Extension staff, teachers, and youth agency administrators are frustrated because of parents' lack of involvement. This interactive workshop will reveal directions to uncover the hidden treasure of GPS: great parent support. (PARENT/FAMILY)

BEACON HILL COMPLEX

Promoting Diversity and Access in Youth Programs

Ann Walter, Janet Beyer, and Tobias Spanier, University of Minnesota
Extension Service

The presenters will describe a curriculum developed and tested in two pilot communities in Minnesota. The curriculum is for 4-H and other community youth program practitioners who are looking for more effective ways to reach underserved youth audiences. The training curriculum provides research-based information and best practices to help strengthen programming and opportunity efforts with the goal of reaching out and increasing the number of ethnically diverse and marginalized youth participating in quality out-of-school-time opportunities and experiences. (TEEN)

CAMBRIDGE COMPLEX

Bridging the Divide—Creating Successful Youth/Adult Partnerships Utilizing Youth Development Research and Practice

Margaret Libby and Maureen Sedonaen, Youth Leadership Institute

In this highly interactive session, participants will explore the foundations of youth development and examine and identify strategies to successfully create youth/adult partnerships. Come prepared to move, share, and experience the different "get real" degrees of working with each other! (TEEN)

CITYVIEW BALLROOM I

Promoting the Health and Well-Being of Families During Difficult Times

Lynne Borden and Marta Elva Stuart, University of Arizona

This workshop will focus on what program staff can do to promote supportive and positive family environments during difficult times. Promoting well-being of families is more than just preventing negative outcomes. This session will provide research-based information and strategies that can support members of the family during times of distress. Topics will include family communication, reducing stress, and managing conflict. (PARENT/FAMILY)



Workshops Friday 8:00–9:30 A.M. (continued)

CITYVIEW BALLROOM II

Urban Youth Lead—A Strategy to Build Capacity in Urban Neighborhoods **BAPPS**

Erica Gates and Jennifer Skuza, University of Minnesota

The Urban Youth Lead Program aims to foster youth leadership through education, teaching and leading experiences, and connections to careers and higher education. Participants in this workshop will: (1) understand the key programmatic components of Urban Youth Lead; (2) gain ideas for program implementation; (3) process strategies for replication and (4) receive a sample of the Urban Youth Lead curriculum guide. (TEEN)

DARTMOUTH ROOM

Creating Safe Spaces for All Youth: Working with Gay, Lesbian, Bisexual, Transgender, and Questioning Youth

Lisa Phelps, University of Maine Cooperative Extension

Finding ways to feel safe in an unsafe world can be one of the biggest challenges for gay, lesbian, bisexual, transgender, and questioning (GLBTQ) youth. It is important that professionals and individuals working with young people understand their unique needs. This workshop will help educate people about terminology, sexual identity development models, strategies for talking with children, resources, and what educators can do to create safer spaces. (TEEN)

HARBORSIDE ROOM

Drumming: A Creative Way to Incorporate Diversity and Cooperation Into Programming

Ann Sherrard, University of Maryland Cooperative Extension

Participants will learn how drumming circles can add multicultural flair to your youth programming. Explore ways to use drumming to incorporate cooperation, diversity, and music into youth activities. Drumming programs may open doors for nontraditional funding sources that support the arts. The program offers unique leadership opportunities for youth interested in the role of drumming facilitators. A drum circle experience will be provided. (COMMUNITY)

HARBORVIEW BALLROOM I

Growing Spaces: Building 4-H Connections to NASA

Ben Silliman, North Carolina State University

Barbara Swanson, North Carolina State University, Randolph County

Reba Green-Holley, North Carolina State University, Gates County

This workshop will describe the process and products of an action planning process by North Carolina 4-H (county agents, youth and adult partners, and state 4-H staff) in collaboration with NASA Langley Research Center (and NASA experts nationwide). NASA curricula and hands-on activities being used in 4-H Afterschool, school enrichment, and community clubs will be demonstrated. Program development and evaluation implications will be discussed. (SCHOOL-AGE)

HARBORVIEW BALLROOM II

SACC Small Business Strategies Pushing Toward Sustainability

Nadine Reimer, University of Maine

Ann Brown, School Age Child Care, Maine School Administrative District No. 4

Keeping in mind the importance of building a sustainable out-of-school time project, come learn about using small business strategies. Operating with an entrepreneurial mindset from the beginning can make replacing grant dollars part of a focused effort. Sustaining requires business management and nonfiscal resources. Participants will discuss basic small business principles and how to pursue a nonprofit organizational structure. (SCHOOL-AGE)

Workshops Friday 8:00–9:30 A.M. (continued)

NORTH END COMPLEX

City of Savannah Tackles Poverty

Sue Chapman and Sharon Gibson, University of Georgia
Julie Lamy, Economic Development, City of Savannah

Savannah, Georgia, recognizes poverty as an economic development issue, and the city has implemented a unique plan to help achieve economic self-sufficiency for Savannahians. Savannah, Cooperative Extension Service, and other University of Georgia public service units have developed an action plan that strengthens the local collaborative and increases accessibility of resources for families as they move out of poverty. (COMMUNITY)

SEAPORT HOTEL PLAZA BALLROOM A

A Snapshot of 4-H and Military Partnerships

Kevin Wright, Washington State University
Carol Benesh and Eric Killian, University of Nevada, Reno
Gloria Kraft, Rutgers University Cooperative Extension
Grace Wittman, University of Idaho
Mona Johnson, Office of Superintendent of Public Instruction, Washington

Issues facing military families and communities are far-reaching and critical. Youth affected by deployment of a parent or loved one are not found only on military installations. National Guard and Army Reserve members are leaving behind their “Military Kids—In Our Own Backyards.” This interactive workshop will provide engaging, thought-provoking resources, strategies, and insights into partnering with the military from the perspectives of Nevada, Idaho, New Jersey, and Washington. (SCHOOL-AGE)

SEAPORT HOTEL PLAZA BALLROOM B

U.S. Army Pacific Camp Zama—Military Youth Surmounting Environmental Challenges Via 4-H Technology Clubs

Justin Rodgers, Daniel Polaski, Anna Sattler, Jennifer Blair, U.S. Army Pacific
Camp Zama Japan 4-H Tech Club members

“Technical Difficulties,” U.S. Army Camp Zama Japan’s 4-H Technology Club, is a local institution on this remote overseas Army post. Teens will share experiences and successes of their 4-H club and its impact upon their unique community. ZTN, a 4-H-produced television series aired on the Armed Forces Network. To celebrate their participation at this year’s conference, the club’s video compilation of CYFAR 2005 will be presented during this workshop. (TEEN)

SEAPORT HOTEL PLAZA BALLROOM C

Voices and Visions of Our Eternal Family Connections: Helping Families Cope with the Stress of Grief

Mary M. Gabriel, University of Nebraska, Lincoln
Daniel E. Keller, Catholic Charities

The presenters we will introduce a Family Strengths Model of grief reflection for children, teens, and adults. Often grief sessions focus on the death of loved ones—the losses and the sadness. This interactive and creative process focuses on celebrating the life, shared interests, and ongoing connections as mixed-age participants process grief through family stories represented in symbols, music, poetry, and sculpting. (PARENT/FAMILY)



Workshops Friday 8:00-9:30 A.M. (continued)

SKYLINE ROOM

10-Minute Leadership Lessons

Anne Stevenson and Carol Skelly, University of Minnesota Extension Service

The skills of leadership must be taught and caught! Skills such as teamwork, consensus building, problem solving, and communication are vital in all groups. You can build leadership into after-school programs, meetings, and workshops by incorporating these fun and interactive lessons. Participants will leave this workshop with a wealth of new leadership lessons, including strategies to help implement them. (SCHOOL-AGE)

WATERFRONT BALLROOM I

Best Practices for Involving Parents and the Community in School Readiness and Early Literacy Acquisition

Sue Manglallan and Sharon Junge, University of California, Davis

Research and best practices on early literacy and school readiness will be the focus of this workshop. Evaluation results on two parent education programs aimed at English and Spanish-speaking audiences also will be shared. Hands-on, interactive, inexpensive, and easy to implement strategies are the bases of these deliveries. (EARLY CHILDHOOD)

WATERFRONT BALLROOM II

Building Family Futures (BFF): A Parenting Education and Family Living Skills Training Program for Professional Staff Working with Women

Monica Idzelis and Elizabeth Shack, University of Connecticut

Building Family Futures (BFF) is a training program that prepares professionals to provide a comprehensive program of support to their clients. The goal of this program is to strengthen and educate parents so that they can promote their children's healthy development. Participants will review the BFF curriculum and challenges associated with delivering this curriculum. Relevant data will be shared. (PARENT/FAMILY)

WATERFRONT BALLROOM III

More than Child's Play

Ann Michelle Daniels and Marilyn F. Rasmussen, South Dakota State University

For toddlers and preschoolers, physical activity is more than just child's play. Physical play fuels a child's brain with blood and other natural substances that increase the synapses (connections) between neurons (brain nerve cells). Participants will learn about theories of play, core elements of play, how play affects brain development, and how play affects cognitive, physical, emotional, and language development. (EARLY CHILDHOOD)

the "Big Dig"

Construction began in 1991 on the Central Artery/Tunnel project, the purpose of which was to move the notorious traffic congestion underground. As of 2005, the city is in its final stages of the project, which should ease traffic congestion. It is said to be the most expensive construction project in United States history and currently the most expensive construction project in the world.



School-Age

SHOWCASE

Boning Up On Health: Preventing Osteoporosis

Mary Wilcoxon and Roxane Whittaker, University of Delaware Cooperative Extension

Boning Up On Health was designed to help early child care and after-school providers understand the importance of including calcium-rich foods and weight-bearing exercise in their programs to prevent osteoporosis in later life. This exhibit will use a Power Point presentation, interactive activities, and handouts to reach this goal.

Candler County BOYS Project

Mary White, Booker T. Hobbs, and Ken Dekle, University of Georgia Cooperative Extension Service

The BOYS (Building Our Youth's Skills) Project is a two-day-a-week after-school youth development program serving 35 fourth- through sixth-grade boys and their families. Students participate in five hours of recreation, study halls, personal development, and independent living skills classes and 4-H each week. Some participants receive an additional four hours of tutoring in math and reading.

Expanding Caring Communities in Newport City Out-of-School Program

Betsy Choquette, Newport City Out-of-School Program Director
Bill McMaster, University of Vermont Extension

Staff of the Expanding Caring Communities (ECC) Program from Newport, Vt., will share details of successful collaboration, youth programming, and evaluation results. The ECC program collaborates with the Newport City Elementary Out-of-School year-round program by providing technical assistance and staff development; training in 4-H life skills; and use of 4-H national juried curricula and other University of Vermont Extension resources. ECC, Newport City Out-of-School program, and other community collaborators work together to provide developmental age-appropriate programming that encourages youth to develop more positive attitudes toward education, peer interactions, and ultimately opportunities for youth to succeed in school and community life.

Experiential Leadership Tools and New Opportunities for At-Risk Youth

Mary Thiry, University of Wisconsin Extension Cooperative
Mitchell Hendrickson, VISTA Campus Compact
Porscha Miller, CYFAR Staff

The Milwaukee County UWEX program showcase will demonstrate the ways in which CYFAR has allowed the team to focus on the problems facing youth in poverty. Visitors to the showcase will gain valuable information that will be useful in developing curriculum, forming community partnerships, understanding and implementing service learning projects, and ensuring sustainability.



Extension CARES for America's Children and Youth—Change to Evaluation Tools to Show Impact: What Extension CARES Has to Offer

Marlene Glasscock, Kansas State University
Nancy Valentine, CSREES/USDA

Visit the Extension CARES for America's Children and Youth Initiative Program Showcase to learn how to contribute to and benefit from a national web-based evaluation and reporting system. Participants will also learn about the resources that are available in the areas of early care and education, after-school programs for youth, and teens in non-school time.

4-H Afterschool Adventure: Bringing Outdoor Adventure to Inner-City Youth

Chad Ripberger, Rutgers Cooperative Research and Extension

4-H Afterschool Adventure is a 12-week challenge and adventure based program delivered to at-risk youth enrolled in the city of Trenton's after-school initiative, SCOOP. Youth learn valuable life skills while participating in group initiative activities and outdoor pursuits. The program, initially funded through a CYFAR mini-grant, is now being replicated at three additional centers with city funds.

4-H and Military: Working Together for Youth

Marlene Glasscock, Kansas State University, USDA Military Partnerships
David Brittain, North Carolina State University, USDA Military Partnerships

The 4-H partnerships with the Army and Air Force provide programs and services to military-connected youth whether they live on installations or in our local communities. Visit this exhibit to see how 4-H is affecting young people whose lives have changed dramatically owing to parental deployments and the high operating tempo on military installations.

4-H Cooperative Curriculum System

Ellen Rowe, University of Vermont
Mandy Marable, University of Georgia

4-HCCS offers a wealth of research-based, life skill focused curriculum with activities clearly tied to national educational standards. You can become involved with 4-HCCS as part of a Design Team or Curriculum Committee member.

Health Rockin' Cross the Ocean: AZ 4-H Military Health Rocks!

Lisa A. Lauxman, University of Arizona
Norma Trejo, Ft. Huachuca
Tim Renegar, Osan-Korea AFB
Kathy Sands, Davis-Monthan AFB

Youth-Adult Partnerships are important whether one is within the continental United States or across the ocean. Health Rocks! training offers a way to strengthen the Arizona 4-H Military Partnership and provide a way to promote the "4th H." This collaboration between youth and adults in the installations lays the foundation for sustainable consistency in training, communication, and program development for sustained after-school programming to the Army and Air Force installations in cooperation with the USDA, Cooperative Extension, 4-H youth development system. This project provides youth with an opportunity to create a positive relationship with caring adults. Partners will share their experiences "rockin' (and rollin') within and across the ocean."

Showcase—School-Age *(continued)*

Hours of Opportunity: Making Time County

Kathy Potthoff and Lee Sherry, University of Nebraska

The idea for the Hours of Opportunity Out of School/Afterschool Education Conference originated to meet needs determined through multiple assessments including the 4-H strategic planning process in Nebraska. The joint efforts of a network coalition bring the ability to share resources and talents together to provide a unique professional development opportunity to persons providing youth care programs.

It Can Be Done. Insect Life Cycle Study Via Internet and Hands-On: Future Scientists—Student Outreach Initiative

Craig Wilson, Texas A&M University and USDA/ARS/Southern Plains Area

The Future Scientists—student outreach initiative is funded by the USDA/ARS/Southern Plains Area. It provides access to the educational resources of the agency and engages students in hands-on science. It provides a glimpse into the exciting world that is agricultural research and links students with real scientists. Ideal for 4-H Clubs, home schoolers, and science fair projects.

Mentor Training: Lessons Learned from Project SOAR

Juanita Waits, Dan McDonald, and Jan Gibby, University of Arizona Cooperative Extension

This exhibit will present evaluation results from Project SOAR, a mentoring program for at-risk youth. Project SOAR provides positive interactions for elementary-age students that include one-on-one mentoring in a group setting, interactive learning, and parent involvement. Lessons learned from the youth, mentor, parent, and staff input will be shared.

Mixed-Age Strategies for Out-of-School Time

Marilyn F. Rasmussen, South Dakota State University

Out-of-school time programs are often made up of mixed-age children. Addressing the wide range of needs, interests, and abilities among children who participate is a daunting challenge to staff. Yet, a mixed-age group offers great potential for realizing important benefits for children. Explore the natural dynamics of mixed-age groups to achieve intellectual and social benefits.

¡Que Rico! Latino Cultural Arts Curriculum

Brian P. Luckey and Janet Edwards, University of Idaho

Beverly Hobbs, Oregon State University

Strike it rich with a new 4-H CCS curriculum, ¡Qué Rico! This Latino Cultural Arts curriculum is available through the Cooperative Curriculum System. It provides a hands-on resource that celebrates the Latino culture and teaches multiple life skills. Explore the richness of the Latino culture through performing arts, visual arts, textile arts, and celebrations. The curriculum encourages an awareness, understanding, and appreciation of the Latino culture.



Quick Silly Games

Susan R. DeFord, University of Delaware
Consuelo Gonzales-McGowan, University of Delaware

Are your youth rowdy when they arrive at the after school program? Are you having a hard time getting or keeping their attention? Then Quick Silly Games (QSG) is for you! See examples of fun and easy ways to release energy and regain focus of your group within minutes.

Reaching the Middle: Keeping “Tweens” Involved in 4-H and Other Youth Groups

Karol Dyson and Alganesh Piechocinski, University of Maryland

The years from ages 9 to 13 are perilous for many youth as they attempt to navigate their way from childhood to the teenage years. Many youth development organizations fail to support these youth through lack of knowledge, resources, or understanding of their experience. This exhibit will address characteristics and needs of this “in-between” age group and make suggestions for methods, techniques, and resources to keep them involved with their communities and their communities involved with them.

Volunteer Recruitment and Support in Rural Communities

Gloria Strother, Jacqueline King, and Jean Ince, University of Arkansas Cooperative Extension Service

Volunteers are a very valuable asset in any community but especially so in rural communities. When implementing a program using volunteers in a rural setting, it is very important to be versatile and flexible. The University of Arkansas Cooperative Extension Service’s Family and Community Connections program makes the most of available resources in recruiting and supporting volunteers.

What Works for Us Works for You

Janice Dixon and Jan Carroll, Colorado State University Cooperative Extension

Extension agents and specialists create one-page activity sheets that professionals and volunteers use in after-school programs. See how they were made, how to use them, and how to make more.

Back Bay *Beacon Hill* *Boston Common* *Charles River*
Capley Square *Dorchester Heights* *Jenway Park*

Just a few of the interesting places to go while in Boston . . .

Freedom Trail *Faneuil Hall* *Old State House*
Harbor Walk *Newbury Street*
Old North Church *USS Constitution*

Best Practices for Outreach and Retention of Middle School Youth in After-School Programs

Charles G. Go, University of California Cooperative Extension, Alameda County
Shelley Murdock, University of California Cooperative Extension, Contra Costa County

After-school programs have been found to address teen violence effectively by providing a safe learning environment. However, creating after-school programs that involve and engage middle school youth has not been well researched. To help address this issue, we tapped the knowledge of current research and asked local providers. Key findings and tips will be presented for Extension staff and their collaborators.

Engaging Youth in Technology

Paul Webster, Daniel F. Perkins, Phillip Hoy, Barton Christner, and Lesia Mock,
Pennsylvania State University

Learn how Pennsylvania did just that with its Youth Engaged in Technology (YET) new communities grant. Schools, community organizations, and Cooperative Extension have collaborated on a project to prepare rural students to be technology savvy. This program will showcase highlights what the Pennsylvania CYFAR project is doing to enhance youths' technology skills.

4-H Behind and Beyond the Fence

Kellye S. Rembert, Clemson University Cooperative Extension Service
Deborah J. Thomason, Clemson University

Inmates at South Carolina's Department of Juvenile Justice are developing life skills and practicing productive citizenship through the development of 4-H clubs. In return, these young men contribute positively to their home communities upon release as they participate in local 4-H clubs, succeed in school, and avoid reincarceration. Participants will receive information on how to develop similar programs.

Facilitating an Army Youth Technology Lab

Ervin Lawrence, University of Hawaii, U.S. Army Pacific Camp Zama, Japan 4-H Tech Club

The U.S. Army supports 123 Youth Technology Labs at military installations throughout the world for the primary application of integrating technology into day-to-day programming. A youth technology program leader supervises each technology lab. In this session, Camp Zama, Japan's Youth Technology Program leader will share his successes, contributions, and challenges to facilitating a computer lab in a multicultural military environment during a period of soldier deployment.

Helping the Hard to Reach Teen **BAPPS**

Barbara Spickes King, University of Arkansas

Teens, especially pregnant teens, have been a very difficult group to reach and make a difference in their life skills training for the future. Participants will see a successful model for reaching this audience through DHS Foster Children and Childcare Training for Pregnant Teens. Ten sessions on life skills will be reviewed with evaluations and results.



Humanizing the Experience of Acculturation with Phenomenology

Jennifer Skuza, University of Minnesota

Multiple disciplines have contributed to acculturation research with aims to measure, conceptualize, and theorize this enormously complex phenomenon. Few studies, however, have attempted to find meaning in the experience of acculturation. The purpose of this showcase is to illustrate how the phenomenological approach, a qualitative research methodology, allowed new meanings of acculturation to be revealed in the context of Latina adolescents' lived experiences.

Kansas Teen Leadership for Physically Active Lifestyles: A Community Youth Development Approach

Elaine Johannes, Carol Fink, and C. R. Macchi, Kansas State University, Research and Extension

Kansas is experiencing alarming rates of overweight among its youth population. Research has shown that increasing the level of physical activity is an effective intervention, but the adoption of evidence-based practices that promote physically active lifestyles is difficult. This exhibit will outline the Healthy Places approach that engages community partners, youth, and after-school programs in a sustainable effort to promote physical activity in rural communities.

Keeping Teens Coming Back for More

Janet Fox, LSU AgCenter 4-H Youth Development
Abby Gautreaux, LSU AgCenter, Washington Parish
Kori Myers, LSU AgCenter, Terrebonne Parish
Kim Jones, LSU AgCenter, Iberville Parish

Is your teen enrollment declining? If so, you're not alone. This generation of teens has grown up with its unique sensibilities, with ethnically diverse peers, and in a world that is dramatically changing. Through interactive experiences and discussion, this workshop will create an understanding of who teens are, the factors that influence retention, and creative ways to capture the hearts of teens.

On the Margins of Public Education: The Experience of Young Women in **BAPPS Alternative High Schools**

Rebecca Newman-Gonchar, Colorado State University

This session will be used to retell the storied lives of the young women in alternative high schools. Their stories inform the audience of their unique and complex lives and ways alternative schools have affected them. These writings will touch readers and invoke their emotional reactions to inequalities or injustices revealed within the stories.

The Power of Culture: Engaging Teens to Care for the Community and Care for the Environment

Julio César Román, Cacique Youth Learning Center, Inquilinos Boricuas en Accion
Renee Toll-DuBois, University of Massachusetts Extension

Come see one of 15 large and very colorful Vejigante masks youth made for a local Puerto Rican festival. Experience through Power Point, artifacts, handouts, music, displays, and personal interaction how one urban teen program and CYFAR site has successfully incorporated culture with workforce readiness, community pride, health, politics, art, technology, and the environment.

Showcase—Teen *(continued)*

Teaching Youth to Investigate Community Issues

Jerry Culen, University of Florida

This curriculum engages 6th- through 12th-grade learners in community-based issues focused on various environmental topics. The program introduces learners to issue analysis, investigation/evaluation skills, and decision-making relative to issues of interest in their community. Learner outcomes include the evaluation and presentation of appropriate citizenship action plans to assist in the remediation of issues under study.

The Skillathon: An Ideal Tool for Measuring Skills Gained and Objectives Accomplished

Linda Strieter and Lydia B. Blalock, Rutgers University

Yolanda Rivera and Elena Stull, Seeds to Success Youth Farmstand Project

A “skillathon” is a series of activity stations that demonstrate participant skill and knowledge. The Seeds to Success youth farm stand adopted this technique to measure gains in work readiness skills. Youth farm stand participants will discuss the skillathon and how the project helped them develop skills needed for the workplace. Guidelines for using skillathons as an evaluation tool will be provided.

Wildfire Recovery Youth Project

H. Steven Dasher, University of California Cooperative Extension

This session will explore the development, implementation, and sustainability of a project initiated for youth to gain a sense of understanding and involvement in the rebuilding of their communities in response to the 2003 California wildfires. Teams of youth develop geospatial technological and environmental literacy as they engage in gathering scientific data and community development activities in partnership with scientists.

Youth Creating Change—Young People Designing and Developing Public Policy on a Local, Statewide, and National Level

Margaret Libby and Maureen Sedonaen, Youth Leadership Institute

What are the “rules” that affect young people today? In this very interactive session, participants will have a chance to learn how young people are creating change in their communities through looking at and changing localized public policies—on everything from curfews to metal detectors to sex education.

Youth Development: A Strategy for Working with At-Risk Youth

Jutta Dotterweich, Family Life Development Center, Cornell University

Myth: Youth development is all about recreational services for young people. This exhibit will show how youth development principles and concepts can affect people’s work with at-risk youth. Participants will identify ideas and strategies that will improve their programming and work environments and walk away with practitioner-friendly tools and materials.



Youth Farmstands 101: Everything You Wanted to Know . . . and Then Some

Lydia B. Blalock, Chad Ripberger, and Linda Strieter, Rutgers University

The RCE Youth Farmstand Program is a fine example of successful institutionalization of a CYFAR project into extension base programming. Visit our farm stand—and our youth partners—to learn about this delivery mode, including why it is effective for interdisciplinary programs with diverse audiences and multiple outcomes. Participants will harvest a bushel of ideas to inform program development, institutionalization, and sustainability efforts.

Youth Futures: College Within Reach

Jean Van Booven-Shook and David A. Myers, University of Missouri

The nationally recognized Youth Futures: College Within Reach conference familiarizes youth with college attendance as an obtainable goal, targeting youth with financial need, ethnic minorities, and first-generation college students. We will discuss the program structure, partnerships, challenges, successes, and evaluation of this annual conference, for the purposes of assisting others who would like to initiate similar experiences or programs.

Notable Bostonians

John Adams

John Quincy Adams

Ben Affleck

Bobby Brown

Matt Damon

Michael Dukakis

John F. Kennedy

Robert Kennedy

John Kerry

Leonard Nimoy

George Patton

Edgar Allan Poe

Paul Revere

Barbara Walters

Donna Summer

Howie Long

Celebrating Families at Family Camp

Steven Dennis and Lindsey Underwood, University of Arkansas Cooperative Extension Service

In June 2004, families, mentors, and volunteers gathered for the year's biggest event—family camp. The yearly weekend event is designed to strengthen relationships, nurture talents, create positive memories, build leadership, teamwork, and trust through experiential initiatives, workshops, and hands-on activities. Learn more about the challenges and possibilities of bringing generations together for a celebration of family life.

Community Collaboration for the Education and Well-Being of At-Risk Families in Bush Alaska

Lucy Jackson Bayles, University of Alaska-Fairbanks, Kuskokwim Campus
Jane A. Conard, State of Alaska Public Health Nursing

The target audience of this collaboration was preschoolers and families in the Yukon-Kuskokwim Region of Southwest Alaska, a remote rural area of Bush Alaska, geographically the size of Oregon and consisting of 56 Yup'ik Eskimo villages, ranging in size from less than 100 to several thousand inhabitants. This showcase will reflect not only the challenges of geography in the process of creating a demonstration project, but also the challenges of designing a method for indigenous people to receive medical screenings while balancing current research and federal regulations with consideration for language and cultural values.

Engaging Families in Out-of-School Time: Assessment, Development, Implementation and Evaluation

Carol Smathers, Theresa M. Ferrari, Ted G. Futris, Graham Cochran, Nate Arnett, and Janel Digby, Ohio State University Extension

Involving families in out-of-school time is associated with high-quality programs and children's achievement and well-being. Supported by the CYFAR New Communities Program, Adventure Central, an urban youth program in Dayton, Ohio, employed strategies to assess and address family needs and foster sustainable family engagement. We will review the evolution of family programming and highlight future program and evaluation directions.

Family Camp: A Family Strengthening Curriculum

Alayne Torretta, Rutgers Cooperative Extension of Warren County

Family Camp is one of the longest sustained programs of New Jersey's CYFAR initiative. Participants will receive the tools, including the new curriculum, to replicate and sustain a Family Camp in their CYFAR programs. The curriculum contains hands-on adventure activities used with at-risk families to strengthen communication skills, trust, and cooperation. It covers metaphors and facilitating, which makes learning meaningful and memorable for families.



Grandparents Raising Grandchildren—A Mentor Grandparent Volunteer Program

Beth Knisely Tucker, Michele Lytle, and Fran Thal, University of Arizona, Coconino Extension

An untapped asset to grandparent support programs is other grandparents. Extension piloted a program to expand the role of grandparents as resources to other grandparents raising grandchildren. Extension trained grandparents as mentors to share their wisdom and skills and to advocate for change to ease the burden of grandparenting. We will share our materials and insights into creating a grandparent mentor program.

Helping Families Help Themselves

Jacqueline Blyden, Marthious Clavier, and Helen Dookhan, University of the Virgin Islands Cooperative Extension Service

This exhibit focuses on the CYFAR Program in the U.S. Virgin Islands and its impact on youth and families on St. Croix, St. Thomas, and St. John. The display depicts the variety of projects and activities in which families have been engaged which have positively influenced their quality of life. These families, young people, as well as other members of their community, continue to derive benefits from program efforts.

Providing Support for Grandparents as Parents to Improve Outcomes for Children

Diana Christensen, University of Idaho Extension

Grandparents raising grandchildren face many challenges in addition to parenting. This parenting begins in a crisis; concurrently grandparents deal with feelings of guilt, grief, uncertainty, legal difficulties, and declining health. To improve outcomes for these children, agencies, educators, and those developing Extension programs serving families and youth need to understand these additional needs of grandparent parents.

Along the Harborwalk, enjoy as it winds through the city's waterfront neighborhoods and downtown district. In particular, close to the Seaport Hotel and World Trade Center, the HarborWalk loops around Commonwealth Pier, offering views of the fish pier, the harbor, and the beautiful skyline. Ferries and harbor-cruise boats dock close by. The historic tugboat *Luna*, the first diesel-electric vessel in the world built for a commercial tugboat company, is moored on the east side of the Commonwealth Pier. Also close by is Eastport Park, an open-air sculpture garden with an acre of winding paths and pieces by notable contemporary artists. If you follow the path to the north, you will encounter many interesting sites along the way, including the aquarium and many interesting ships docked along the way.

Community

AmeriCorps and VISTA—A Resource for Extension Program Sustainability

Ann Sherrard, University of Maryland Cooperative Extension

The traditional youth program has a busy calendar of events requiring many hours of staff time. AmeriCorps and VISTA members can be valuable resources, as their motto “Getting Things Done” implies. Organizations with CYFAR projects can be ideal sites for member placements through the Corporation for National and Community Service. Participants will learn about the AmeriCorps and VISTA programs in their states and consider adding this enthusiastic group of individuals to their teams.

Exchanging Evaluation Information: Using Online Communities

Dan McDonald, Donna Peterson, Roshni Menon, University of Arizona

This exhibit will introduce users to an online community developed for use by CYFAR evaluators and project directors. The Internet site is designed for those involved in the development, implementation, and evaluation of community programs to share their knowledge and expertise with each other in ways that can foster dialogue and the exchange of knowledge.

The Impact of PATH Type Homes

Robert Whitman, University of Connecticut School of Law

People Advocating Therapeutic Homes (PATH) is a public charity that acts as a think tank to support the model of a PATH-Type Home. PATH-Type Homes hold out the promise of reducing teenage suicide and offering opportunities for an alternative to incarceration without requiring state or federal subsidies.

The Innovation Center for Community and Youth Development

Elaine Dorsey, Innovation Center for Community and Youth Development
Youth Member, National Training Cadre

The Innovation Center for Community and Youth Development works to unleash the potential of individuals, organizations and communities to engage together in creating a just and equitable society. The center seeks to build the capacity of these individuals, organizations and communities through technical assistance/training, resource opportunities, and evaluation efforts that document best practices in community and youth development.

Kentucky Oral Health Wellness and Disease Prevention Program at 4H Camp

Sharlee Shirley and Denise Rennekamp, University of Kentucky

This exhibit will describe the initial efforts of the Kentucky Oral Health Wellness and Disease Prevention Program. Beginning with oral health lesson plans developed for 4-H campers including hands on dentistry projects, oral health-related experiments, lectures, and viewing of media on oral health, it led to a historic partnership between University of Kentucky Colleges of Agriculture and Dentistry.



Outcomes Are Possible to Evaluate: A National Evaluation System

Daniel F. Perkins and Claudia Mincemoyer, Pennsylvania State University

Learn about a newly developed online resource and process that provides program evaluation information to 4-H Youth Development educators. The system includes several new measures including one for youth ages 8 to 12 that assesses life skills through illustrations and audio in a computer program. This session will demonstrate the online resource and provide information on how to access the system.

Research, Education, and Economics Information System (REEIS) Demonstration

Bill Bristow, Cooperative State Research, Education, and Extension Service (CSREES)/
Information Systems and Technology Management (ISTM)

The Research, Education, and Economics Information System (REEIS) is a congressionally mandated system designed to serve the U.S. Department of Agriculture (USDA), its partner institutions, and the public by providing an integrated system for monitoring and evaluating research, education, and extension activities conducted or supported by USDA. Specifically, this program showcase will present extension program area reporting features found in REEIS.

Successfully Working on the Indian Reservation—Guidance for Non-Indians

Marilyn Smith, Naomi Mason, Zanetta Hanks, and Kyle Prior, University of Nevada
Cooperative Extension

Shoshone from the Duck Valley Indian Reservation on the Nevada/Idaho border provide insight for Cooperative Extension personnel interested in working with youth and families on Indian reservations. Topics will help non-Indians understand the cultural and historical perspectives important to consider when working on the reservation. These topics include: tribal sovereignty, governing council, tribal law and jurisdiction, and outdated drug/alcohol stereotypes.

Sustainability: Seven Sure-Fire Strategies for Sustainability

Linda Strieter, Rutgers University

When community collaborators feel a vital connection to a project through shared decision-making and ownership, longevity and sustainability are inevitable. In addition, multiyear funding provides time to secure continued fiscal support. We've learned effective strategies we would like to share. This session will take participants through a planning process incorporating strategies to secure sustainability of a CYFAR project.

Sustaining Community Change: Stocking Your Tool Kit for Community Building

Beth Knisely Tucker, University of Arizona, Coconino County Cooperative Extension
Youth Member, National Training Cadre

The internationally recognized Building Community Tool Kit, a series of activities designed to create and sustain community change, has been used by Extension agents and communities in the United States and abroad for community mobilization. This exhibit will demonstrate how participants can develop their own tool kit of participatory activities that have already been tested and used in numerous communities.

Showcase—Community *(continued)*

Using Deliberative Forums to Engage Unheard Voices

Sarah Kaye and Bonnie Braun, University of Maryland

This program showcase will introduce the National Issues Forum deliberative framework as a method for engaging at-risk populations in public policy matters. This strategy has been used by the Maryland Family Policy Impact Seminar and Cooperative Extension to engage limited-resource citizens in identifying and deliberating ways that their community can provide safe and secure environment for families with children.

What's a Parent to Do? Vermont's Community Approach for Raising Courageous Youth

Judy Branch, University of Vermont Extension

This exhibit will report what we learned about mobilizing parents and community leaders to address hot issues when Vermont Extension collaborated with the Vermont Principals Association to provide resources on coping with bullying behaviors; the ISUE satellite event, What's a Parent to Do? Participants will learn each other's strategies for inviting community and parent involvement in their programming.

Your Country, Your Business, Your Rules

Lee Sherry, Marisol Baqueriso, and Kathy Steinkamp, University of Nebraska

This program showcase will be a bilingual (Spanish/English) presentation of interactive simulation activity designed to teach entrepreneurial skills to youth and adults in out-of-school programs. This simulation develops skills from simple to complex, such as how to write a check, write a business plan, open a checking account, or finance a business. This experiential learning activity focuses on youth-adult partnerships and intergenerational learning to create success businesses. Participants will learn how to implement a similar program in their own CYFAR programs.

MAY 28-29 TALL SHIP AT THE CHARLESTOWN NAVY YARD



VISIT A TALL SHIP AT PIER 1 IN THE CHARLESTOWN NAVY YARD AT BOSTON NATIONAL HISTORICAL PARK. THE VISITING SHIP PROGRAM HAS HOSTED HUNDREDS OF VISITING NAVAL VESSELS AND CLASS A TALL SHIPS SINCE ITS INCEPTION IN 1976.



Wednesday

10:30 A.M.–12:00 P.M.

BACK BAY COMPLEX

A Picture's Worth a Thousand Words: Evaluating Using Photographs

Debbie Hurlbert, Louisiana State University AgCenter, 4-H Youth Development
Rebecca White and Diane Sasser, Louisiana State University AgCenter, Human Ecology

Dave Woerner, Louisiana State University AgCenter, Information Technology

The idea of using pictures and video is not a new one in evaluation, but emerging technologies are making it easier and more practical for evaluators to include these resources. Participants will learn about technologies that make it easy to gather and manipulate pictures and video to enhance the quality and impact of an evaluation. (SCHOOL-AGE)

FEDERAL COMPLEX

Partnering with Parents Online

Kim Greder and Beth Fleming, Iowa State University Extension
Tabitha Gilmore Barnes, Cornell Cooperative Extension, Delaware County

Partnering with Parents Online is a series of 11 interactive web-based training modules that individuals complete over a six-month period. Topics include culture and parenting; selecting parenting resources; understanding child and parent development; and measuring program outcomes. Participants will experience the program firsthand and learn how they can become involved. (PARENT/FAMILY)

3:30–5:00 P.M.

BACK BAY COMPLEX

Take Your CYFAR Youth on the GISQuest

Bridget Morrisroe-Aman, University of Idaho
Jim Kahler, National 4-H Headquarters, CSREES, USDA
Tom Tate, Economic and Community Systems, CSREES, USDA
Joey Peutz, University of Idaho

Take the GISQuest and explore the free resources of the online Geography Network, an open resource where users can access maps and download data for geospatial projects and education. Participants and their youth can use the same information to apply in their community work. (COMMUNITY)

FEDERAL COMPLEX

Environmental Science Education Enhanced by Technology

Kim Zaletta, University of Vermont Extension
Caroline Carr, AmeriCorps
Leslie Rowe, Gilman Middle School, Gilman, Vt.

EnviroQuest is a weeklong program on environmental science and technology for fifth- to eighth-grade students. The curriculum includes life skill development, manual and computer-generated data collection using GPS handheld technology, and the use of web-based resources. Experiments mirroring researchers in the field with low-cost materials are conducted. A recreational component is included to balance the week's activities. The program concludes with a final celebration that includes presentations to parents and community members. (SCHOOL-AGE)

Thursday

10:30 A.M.–12:00 P.M.

BACK BAY COMPLEX

Fun and Free Ways to Get Geospatial in CYFAR

Jim Kahler, National 4-H Headquarters, CSREES, USDA
Tom Tate, Economic and Community Systems, CSREES, USDA
Bridget Morrisroe-Aman, University of Idaho

People who have geospatial knowledge and experience will be in high demand in a variety of government, public, and private sector jobs. It is not necessary to have expensive equipment or software to introduce youth to the world of geospatial technology. Participants will explore free web sites and software tools and try fun activities to use in community programs. (COMMUNITY)

FEDERAL COMPLEX

Engaging Parents in Spirited Parenting Education via Online Curriculum

Donna Doll-Yogerst, University of Wisconsin, Oconto County
Faden Fulleylove-Krause, University of Wisconsin, Calumet County

Learn how northeastern Wisconsin successfully engages families and communities in a new parent education approach. This web-based curriculum includes teaching materials (background, Power Point, facilitator's guide, activities, transparencies, parent resources, and children's activities), publicity (brochure, poster, certificate, display board, news release), and evaluation. The web base enables easy access and adaptation for local implementation. Extensive evaluation data have been collected and formatted into success stories. (PARENT/FAMILY)

1:30–3:00 P.M.

BACK BAY COMPLEX

Adding It Up: Money Skills for People Who Are Going Places

Barbara Bristow, Cornell University

The presenter will describe a new, free, web-based financial education curriculum. Highly interactive as well as fun, this site is designed to improve knowledge and skills in money management, setting goals, and consumer decision-making. The web site contains helpful tips and resources for teachers/leaders and many engaging activities to help students/program participants gain and apply essential financial management skills. (TEEN)

FEDERAL COMPLEX

The Benefits of Online Training

Lisa Kaslon, Vickie Greve, and Kathleen Lodl, University of Nebraska
Cooperative Extension

This hands-on computer session will use Blackboard technology to show how to deliver asynchronous learning to 4-H volunteers. Action research was used to develop the multilesson course. Participants will experience the entire course and learn how to use online training to educate volunteers, parents, and families. (PARENT/FAMILY)



Friday

8:00–9:30 A.M.

BACK BAY COMPLEX

Digital Photography in After-School Computer Labs—A Train-the-Trainer Session

Jean Van Booven-Shook and Bill Pabst, University of Missouri Extension

To equip youth with all the technological skills they need to enter the digital age, educators must work to hone their skills as they use their computer resources. Youth express creativity as they learn about cameras, composition, and computers with the latest digital imaging technologies. Participants will get comfortable with digital photography as they learn camera features, image storage, distribution, and modification. (TEEN)

FEDERAL COMPLEX

Instant Messaging: Presence, Privacy, and Netiquette

Floyd Davenport, Iowa State University

Ron Roeber, University of Nebraska

Instant messaging (IM) is quickly becoming the next “killer” application on the Internet. Participants will learn why IM is so popular among youth and how it can be used to communicate with friends and coworkers regardless of their location. Also learn about the cultural issues and expectations that accompany this new technology. We’ll be discussing security, privacy, and practical applications. (COMMUNITY)

The greater Boston area is home to over 100 colleges!

Boston College was the first institution of higher education founded in Boston. Harvard University is the nation's oldest university.

Some of the other learning institutions include: Berklee College of Music, the Boston Conservatory, the Boston Architectural Center, Boston University, Emerson College, Emmanuel College, Fisher College, the Massachusetts College of Art, the New England Conservatory of Music, Northeastern University, Simmons College, and Suffolk University. Surrounding cities host Babson College, Bentley College, Brandeis University, Hellenic College, Leslie University, the Massachusetts Institute of Technology, Merrimack College, Pine Manor College, Regis College, Tufts University, and Wellesley College.

CYFAR 2005 Conference Planning Committee

Sherri Wright, National Program Leader, CYFAR,
CSREES/USDA
Karen Barshefsky and William Miller, University of
Massachusetts, CYFAR 2005 Conference Co-chairs

Registration/Facilities

*Nayda Torres, University of Florida
Janice Clark, CSREES/USDA

Program

*June P. Mead, Cornell University
*Steve Goggin, Cornell University
Harry Mangle, University of Connecticut

Technology

*Jim Kahler, CSREES/USDA
*Barbara Woods, Iowa State University
Carol Benesh, University of Nevada, Reno
Floyd Davenport, Iowa State University
Bill Pabst, University of Missouri
Kim Pond, University of Massachusetts
Bob Rubinyi, University of Minnesota
Dave Woerner, Louisiana State University

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*Steve Goggin, Cornell University
Marc T. Braverman, University of California
Charles Go, University of California
Debra S. Jones, Virginia State University
Jennifer Kerpelman, University of Alabama
Suzanne LeMenestrel, CSREES/USDA
Louise Parker, Washington State University

Interacts

*Janet Edwards, University of Idaho
*Robyn Caruso, University of California
Jennifer Best, Iowa State University
Tatyana Bistrevsky, Washington State University
Berline Brown, Virginia Tech
Roslyn Taylor, University of Illinois

Program Showcase

*Janet Kurzynske, University of Kentucky
*Debbie Hurlbert, Louisiana State University
Paula Burgielewicz, University of Massachusetts
Marlene Glasscock, Kansas State University
Mark Manno, University of Delaware
Jolie Ogg Graybill, University of Arizona

Early Childhood

*Lesia Oesterreich, Iowa State University
Diane Bales, University of Georgia

Talma Benavides, Texas A&M University
Dee Love, Purdue University
Gretchen May, University of Massachusetts
Juanita O'Campo Waits, University of Arizona
Kathy Reschke, Ohio State University

School-Age

*Ina Linville, University of Missouri
*Theresa Ferrari, Ohio State University
Kerry Bickford, University of Massachusetts
Christine Hanakawa, University of Hawaii
Sandra Mason, University of Maryland
Sheila Urban Smith, Michigan State University
Maureen Toomey, University of Idaho
Sheran Watkins, Mississippi State University

Teen

*Lucia Orcutt, University of Minnesota
*David Brittain, NCSU, 4-H/Army and 4-H/Air Force
Partnerships
Rick Alleva, University of New Hampshire
Manami Brown, University of Maryland
Jackie Davis-Manigaulte, Cornell Cooperative Extension,
New York City
Va Shon Hiltbold, University of Massachusetts
Clinton Miller, Cornell Cooperative Extension, New York
City, youth member
Tito Omisanya, New York City 4-H Youth Council
Renee Toll-DuBois, University of Massachusetts

Parent/Family

*Geraldine Peeples, University of Illinois
*Millie Ferrer, University of Florida
Matt Devereaux, University of Tennessee
Judith Graham, University of Maine
Shirley Mietlicki, University of Massachusetts
Grenell Rogers, Mississippi State University

Community

*Clyde Jackson, Virginia Tech
*Susan Jakes, North Carolina State University
Sharon Gibson, University of Georgia
Angelica Paredes, University of Massachusetts
Esther Peterson, University of Arizona
Ellen Rowe, University of Vermont

Evaluation

*Roger Rennekamp, University of Kentucky
*Lisa Guion, University of Florida
Ann Michele Daniels, South Dakota State University
Will Snyder, University of Massachusetts

*Committee chair/co-chair



Boston Light Facts and Stories

—Boston Light was built in 1716, North America's first lighthouse, and was the last to be automated in 1998.

—At the end of British occupation of Boston Harbor during the revolution, the British lingered in the harbor for some months. As they left on June 13, 1776, one of their final acts was to set off a timed charge that completely destroyed the lighthouse. It took until 1783 for Boston Light to be rebuilt by the order of John Hancock, governor of Massachusetts.

—In 1719 a booming cannon fired every half hour in the fog and served for well over a century. The tower's first keeper had to kindle some 50 tapers on a huge candelabra and remain with them throughout the night. The current signal continually sends out a wire-thin beam of light to measure visibility and turns itself on when its probing beam fails to pierce the air. The foghorn blasts every 30 seconds. The old compressed air foghorns are tested regularly, since they must serve if the high-tech signal fails.

—In the mid-19th century the station increased in brilliancy with the addition of a new second-order French crystal lens that revolved on a series of small chariot wheels. The beehive of brass and 336 prisms still requires about four hours to clean. The oil lamps that illuminated the beacon a century ago have been replaced by a 1000-watt lightbulb.

—The lighthouse became the property of the U.S. government in 1789.

—In 1861 Boston Light was assigned a keeper and two assistant keepers.

—Power for the light now comes from a wind turbine in Hull.

—This is the only light station still staffed, purely as a light station, by the Coast Guard. No Coast Guard women have served there. Duty rotation is two weeks on and one week off, with two men at the station.

—Only twice in its long career has Boston Light stood dark. It was put out by the British during the revolution, but it was darkened deliberately from 1941 to 1945 to "avoid silhouetting ships for enemy submarines off the coastline."

—Even though no women have ever served at Boston Light, many have left their thoughts in the station logbook. Until recently, families were permitted to live on the island, and a number of wives and daughters assisted the official keepers. Lucy Long lived at the lighthouse with her father from 1849 to 1851 and kept a colorful diary of life there. Her romance with harbor pilot Albert Small culminated in a proposal of marriage in the tower's lantern. In the 1970s the Coast Guard discontinued family assignments at Boston Light.

—In 1992 the only female at Boston Light was a sleek black cat named Idea Lewis. There was also a dog on the island, Shadwell. The German shepherd was a useful watchdog and the first to alert the crew as visitors approached or a boat was in distress. On the island is one grave behind the tower. The small gravestone marks the final resting place of Farah, "a mutt and keepers' companion for many years." She gave birth to 11 puppies while living at the lighthouse. Many other dogs have also lived at the station over the years.

Keeper Tales

The first keeper, George Worthylake, lighted the tower for the first time on September 14, 1716. Worthylake lived on Little Brewster with his wife, Ann, and daughters Ruth and Ann. He was paid 50 pounds a year and made additional money by acting as a harbor pilot for incoming vessels, and also kept a flock of sheep on Greater Brewster. In a 1717 storm his sheep were caught on the long sand spit off Great Brewster and were drowned when the tide came in.

On November 3, 1918, Worthylake went to Boston to collect his pay. On his way back he stopped at Lovell's Island, where he and his wife and their daughter Ruth boarded a sloop headed for Boston Light. They were accompanied by a friend, John Edge. They anchored the sloop near Little Brewster, and Shadwell came out in a canoe to transfer the party to the island. Young Ann Worthylake and her friend Mary Thompson watched from shore.

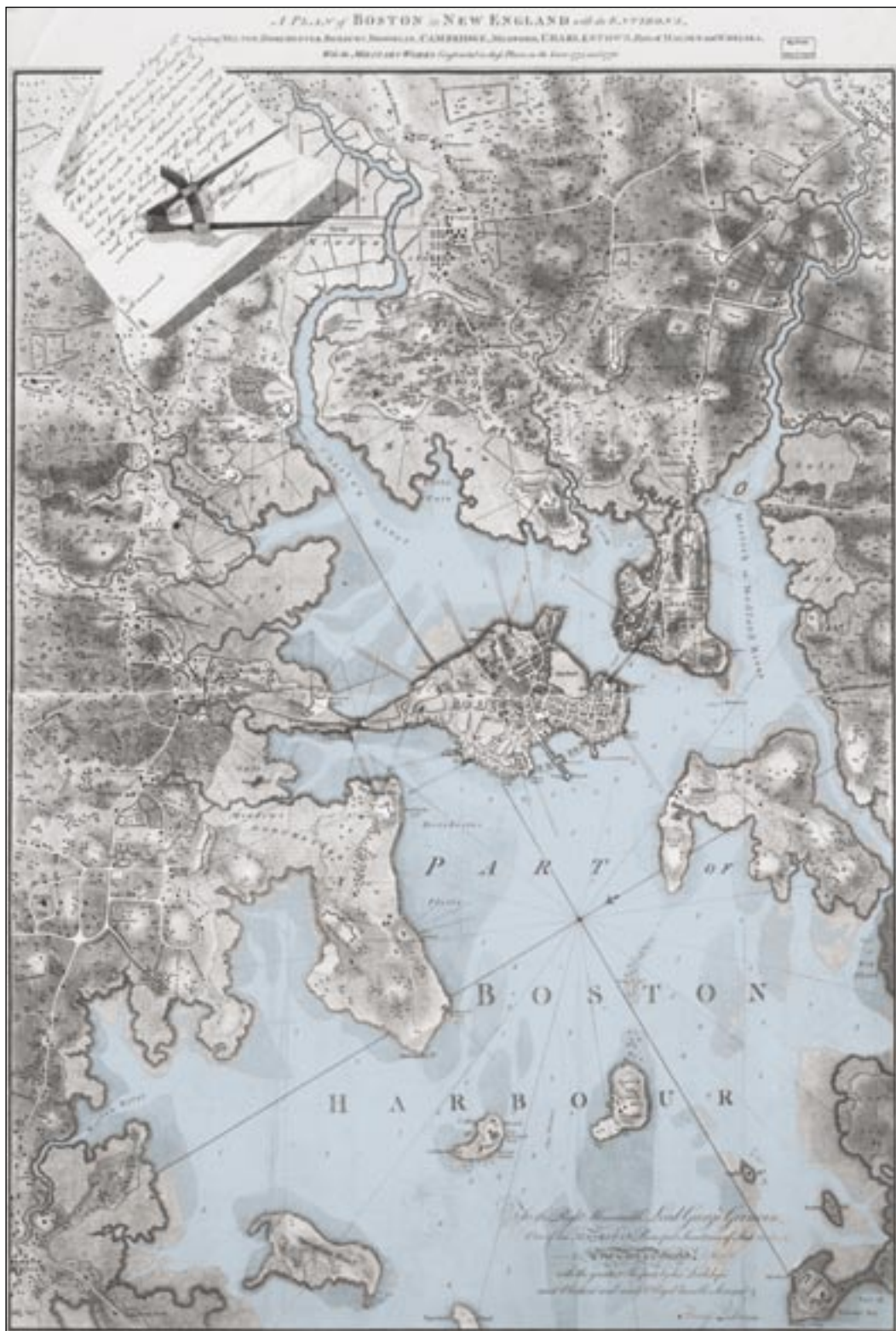
Suddenly the two girls on shore saw "Worthlake, his wife, and others swimming or floating on the water, with the boat Oversett." All five people in the canoe drowned as the apparently overloaded vessel capsized.

Benjamin Franklin, twelve years old at the time, was urged by his brother to write a poem based on the disaster. Young Franklin wrote a poem called "The Lighthouse Tragedy" and hawked copies on the streets of Boston. He referred to it years later as "wretched stuff." Not one copy existed until 1940, when Maurice Babcock, Jr., son of Boston Light's keeper, found a tattered copy in the ruins of an old house on Middle Brewster Island, near Little Brewster. The copy could not be proved authentic, so no value could be placed on it.

Robert Saunders, a former sloop captain, became Boston Light's second keeper, and he drowned only a few days after the job.

John Hayes, "an able-bodied and discreet person," became third keeper. He retired in 1733 and was replaced by Robert Ball, who served 40 years on the island, longer than any other keeper.

Children, Youth and Families At Risk
Families, 4-H and Nutrition
Cooperative State Research Education and Extension Service
USDA
www.csrees.usda.gov/nea/family/cyfar/cyfar.html



CYFAR 2005 is sponsored by the Cooperative State Research, Education, and Extension Service of the United States Department of Agriculture in partnership with State Cooperative Extension Systems.